

CATHOLIC SCHOOL

Journal

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In This Issue:

**Let Mary Radiate
From Your Classroom**

Sister M. Amatora, O.S.F., Ph.D.

**A Three-Year Curriculum
in Mathematics**

George L. Henderson

A Reformed Senior Prom

Brother A. Lawrence, F.S.C.

The Troubles of Science Teachers

Brother Nicholas Reitz, S.M.

**A Nation Is Born:
History Dramatized**

Sister M. Borromeo, R.S.M.





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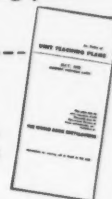
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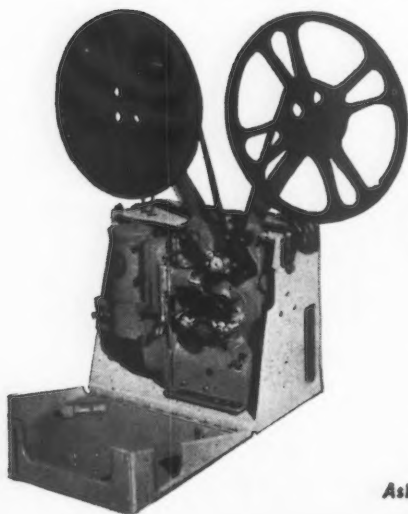
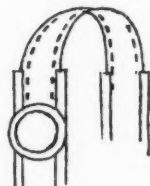




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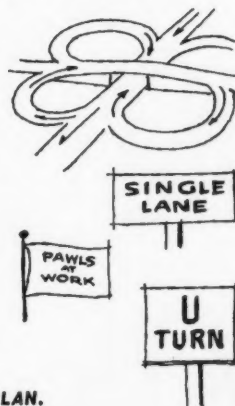


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THE CATHOLIC SCHOOL *Journal*

Volume 54

Number 1

January, 1954

In this Issue

Happy New Year

May the Year of Our Lord 1954, the Marian Year, change the world for the better. May our Lord continue to bless your work, and may the Holy Spirit show us how to make the CATHOLIC SCHOOL JOURNAL one of your most valuable assistants.

Announcements

See pages 5 and 30 for important announcements. Plan to attend your national convention. Plan to observe Catholic Book Week, Catholic Press Month, and Catholic Bible Week. For February we shall present our annual Schoolbook and Library Number; in March we shall offer special help for promoting vocations to the religious life and helping all students to find their proper place in life. The March issue also will tell you about Catholic education in Chicago, the convention city.

The Advertisements

While the authors and editors of a school journal discuss the problems of organization, administration, and teaching, the advertisers tell you about modern tools for your educational workshop. These reliable publishers, manufacturers, and dealers are your partners—each one making his own individual contribution to your school.

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Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D. *

SOCIETY FOR VISUAL EDUCATION

1345 West Diversey Parkway
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We have just seen the following filmstrips prepared by the Society for Visual Education, and we believe that you will find them very well suited to your classroom needs.

Using and Understanding Numbers

A series of five filmstrips. 35mm. Color. 1. *Using and Understanding Numbers, 1-5* (45 frames); 2. *Using and Understanding Numbers, 5-9* (47 frames); 3. *Using and Understanding Numbers, 9-12* (43 frames); 4. *Learning to Tell Time* (49 frames); 5. *Learning About and Using Pennies, Nickels, and Dimes* (44 frames).

Series Content: Watch numbers "come to life" for the primary child when he sees these arithmetic filmstrips effectively used both as material for an excellent readiness program and also for actually developing basic, fundamental number concepts. These concepts have been developed in accordance with leading courses of study and textbooks. The filmstrips help to instruct the student in the knowledge of these basic number concepts by using objects that are both familiar and pleasing to the young child. Also, these filmstrips give beginning instruction in pennies, nickels, and dimes and teach the relative values of these coins. Practical application in using coinage is made more effective by demonstrating the use of coins in everyday buying and selling situations common to children. Finally, these filmstrips provide excellent practice in telling time and stimulate interest by using daily happenings that are part of the life of every child.

Utilization: These filmstrips are highly recommended as a means for improvement and review in number work for all primary groups and may be used: (1) to aid in the recognition of numbers in small groups without counting; of numbers on a clock and number of coins with and without counting; (2) to associate number symbols and oral number words with small groups of concrete objects; (3) to develop an understanding of increasing and decreasing numbers; (4) to foster ability in comparing objects and groups according to size; time according to order and position; and coinage as to size, order, and position; (5) to understand the parts of a clock, including the various time divisions; the correct value of a coin and its relative

value to other coins; (6) to equip the student with an appropriate arithmetic vocabulary; and (7) to promote the development of basic principles in relation to simple addition, subtraction, multiplication, and division.

Adventures With Art Materials

Series of six filmstrips. 35mm. Color. 1. *There Is Magic in a Wax Crayon* (34 frames); 2. *Let's Paint* (47 frames); 3. *We Like Clay* (33 frames); 4. *There Is Art in Cutting Paper* (35 frames); 5. *You Can Create With Finger Paint* (37 frames); 6. *It's Fun to Combine Art Materials* (46 frames).

Series Content: "Adventures With Art Materials" truly provides an exciting as well as challenging departure into the wondrous world of art, where the various media children have for artistic expression are interestingly explored. By witnessing actual classroom situations, we become aware of "the magic" in a wax crayon, "the hidden secrets" in a lump of clay and "the stroke of genius" that may flow from a brush. Underlying this stimulating presentation are the factors of skillful motivation, excellent guidance in the use of the various materials, and the achievement of deep satisfaction and pleasure following a successful art experience.

Utilization: (1) Creates interest in artistic expression. (2) Stimulates children to experiment with art materials. (3) Inspires them to create their own pictures and designs. (4) Uncovers new uses for familiar art materials. (5) Shows how art materials can be combined successfully to produce new effects. (6) Promotes pride in individual and group accomplishments through the use of attractive classroom displays. (7) Accomplishes through group activity a spirit of co-operation and a realization of the worth of other peoples' ideas. (8) Teaches children the proper care of art materials. (9) Provides help for lesson planning in the listing of materials needed and procedures followed. And (10) includes excellent seasonal and holiday suggestions.

Your Future in the Skilled Trades

Series of five filmstrips. 35mm. Black and White. 1. *Woodworking Trades* (60 frames); 2. *Building Trades* (64 frames); 3. *Basic Electrical Trades* (49 frames); 4. *Radio, Television, and Electrical Appliance Repairmen* (41 frames); 5. *Printing Trades* (54 frames).

Series Content: Interesting as well as carefully selected photographs depict the impor-

tance as well as the general aspects of certain occupations in the various skilled trades. Other information provided to assist the career-minded student in choosing his vocation includes: extent of opportunities, required education, wages, possibilities for advancement, expected duties, and working conditions. As an aid to understanding occupations, excellent graphs are included in this series which compare the various trades as to the number of workers employed and the amount of wages paid.

Utilization: These filmstrips may be used in high schools, manual training schools, or in on-the-job training classes to: (1) introduce different positions available in the various occupations; (2) make students aware of the advantages and disadvantages in these occupations; (3) acquaint students with the required qualifications for such positions; and (4) provide excellent material presenting an over-all picture of these occupations. These filmstrips are also especially useful in junior and senior high school guidance programs.

Canada and the Far North

Series of four filmstrips. 35mm. Color. 1. *Lands of Few People* (55 frames); 2. *Southwestern Canada and the Wheat Region* (55 frames); 3. *Region of Most People and Southeastern Canada* (57 frames); 4. *Alaska—the Land and Its People* (49 frames).

Lands of Few People. A lively description of lands frequently called "The Far North." Shows way of life of Eskimos and Indians today and the development of mines, forests, and transportation.

Southwestern Canada and the Wheat Region. The Pacific coast region and its people, the Canadian Rockies, and the great spring wheat region with its shipping points at Vancouver, Winnipeg, Port Arthur, and Churchill.

Region of Most People and Southeastern Canada. Description of the industrial region near the United States border, the St. Lawrence River, Montreal, Quebec, and the maritime regions of the Southeast. Excellent for studying coastlines and harbors.

Alaska—the Land and Its People. Unusual and significant photographs of people in changing Alaska. Shows pioneer settlements, villages, and methods of transportation.

Utilization: This series of filmstrips, correlated with the Rand McNally *Geography of American Peoples* by McConnell, is highly recommended for presenting a clear, motivated, organized, and comprehensive explanation of how people live in each region of Canada and Alaska. The series is also excellent

(Continued on page 6A)

*Editorial Consultant for Audio-Visual Aids.

Audio-Visual Aids

(Continued from page 5A)

for stressing relationship between contemporary living and the historical development of each region and is ideal for use as study material for all units concerned with life and work of people of Alaska and Canada. Captions emphasize words frequently encountered in geography and social studies. Excellent material for use in discussion periods and for showing changes in the way of life of the native people and development of natural resources. May also be used to show

the close relationship between geography and history. Good for use with any basic study of American lands and peoples.

NEW YORK TIMES

Times Square New York 26, N. Y.

The New York Times filmstrip on current affairs for December was *Air Power in the Atomic Age*. This, of course, is most timely in view of President Eisenhower's address before the United Nations General Assembly on December 8, 1953.

The role of air power since the Wright Brothers' flight 50 years ago is developed in

this filmstrip—types of planes, the vast changes, the uses in war and peace and the responsibilities of defense in the Atomic Age. This 60-frame filmstrip has six sections: an introduction on changing concepts of space and time; and the growing peacetime use of planes; developments in military aircraft; the Communist threat in terms of jet aircraft and nuclear weapons; steps to strengthen American air power; the problems of building and maintaining strong air defense.

The filmstrip is 35mm. and is illustrated with photographs, maps, and charts that present the subject in clear, graphic terms. The teachers' discussion manual, with an introduction to the topic and additional data on each frame, accompanies the filmstrip.

Air Power in the Atomic Age is the third in the 1953-54 series of eight New York Times Filmstrips on Current Affairs.

BRITISH INFORMATION SERVICES

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Coronation Day

20 minutes, 16mm., sound, color. From the procession to Westminster Abbey through the ritual inside the Abbey and the return procession, all the high lights of this splendid "event of the year" are beautifully photographed in full color. In addition to an enlightening commentary spoken by James McKechnie, there are excerpts of the actual music which was played during the ceremony.

YOUNG AMERICA FILMS, INC.

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Among the new teaching films (all 16mm., sound) currently being released by Young America Films are these three new titles:

Lugano

1 reel—a study of this beautiful city of southern Switzerland.

Paris

1 reel—an introduction to France's most famous city, its landmarks and its people.

The Good Loser

1¼ reels—the latest addition to YAF's popular *Discussion* series, this one designed to help build desirable attitudes toward winning and losing.

Among the new filmstrips for school and community groups being currently released by Young America Films are these two new sets:

Early American History Series

11 color filmstrips—the history of early America visualized in carefully authenticated art work, in these individual filmstrip titles: *Before the White Man, America Is Discovered, Spanish Explorers, France in the*

(Concluded on page 8A)

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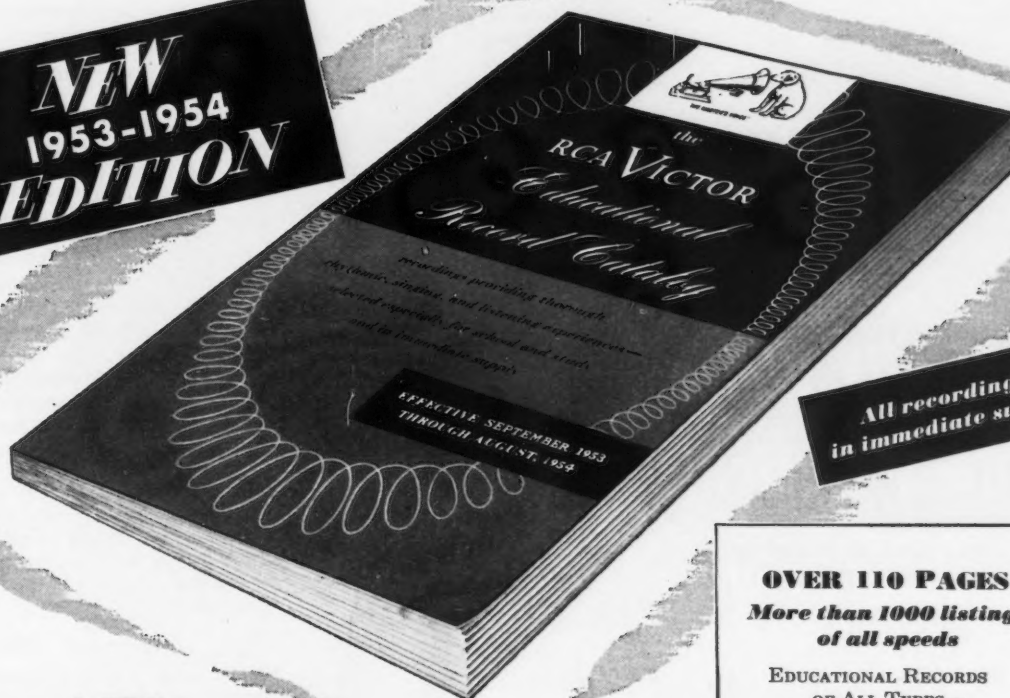
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Audio-Visual Aids

(Concluded from page 6A)

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3. The Nutcracker

(31 frames) In this colorfully visualized Christmas story in filmstrip form, Marie receives a beloved nutcracker which later turns into a prince. A visit to the land of the Sugarplum fairy provides the occasion for performances of the various dances which comprise the "Nutcracker Suite."

4. Peer Gynt

(31 frames) Roguish Peer Gynt's story includes the escapades and events which give background to Grieg's music. In this fresh and vivid picturization, special emphasis is given to his encounter with the imps in the hall of the Mountain King.

5. The Firebird

(31 frames) This is the legend of the Firebird, a fabulous creature in Russian folklore, which is brilliantly represented in Stravinsky's music. Through colorful, lighted visualizations, the Firebird is portrayed as he helps Prince Ivan destroy the wicked Kastlei, after which Ivan wins the loveliest of the dancing princesses.

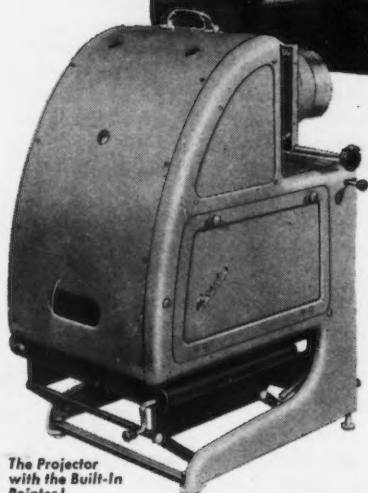
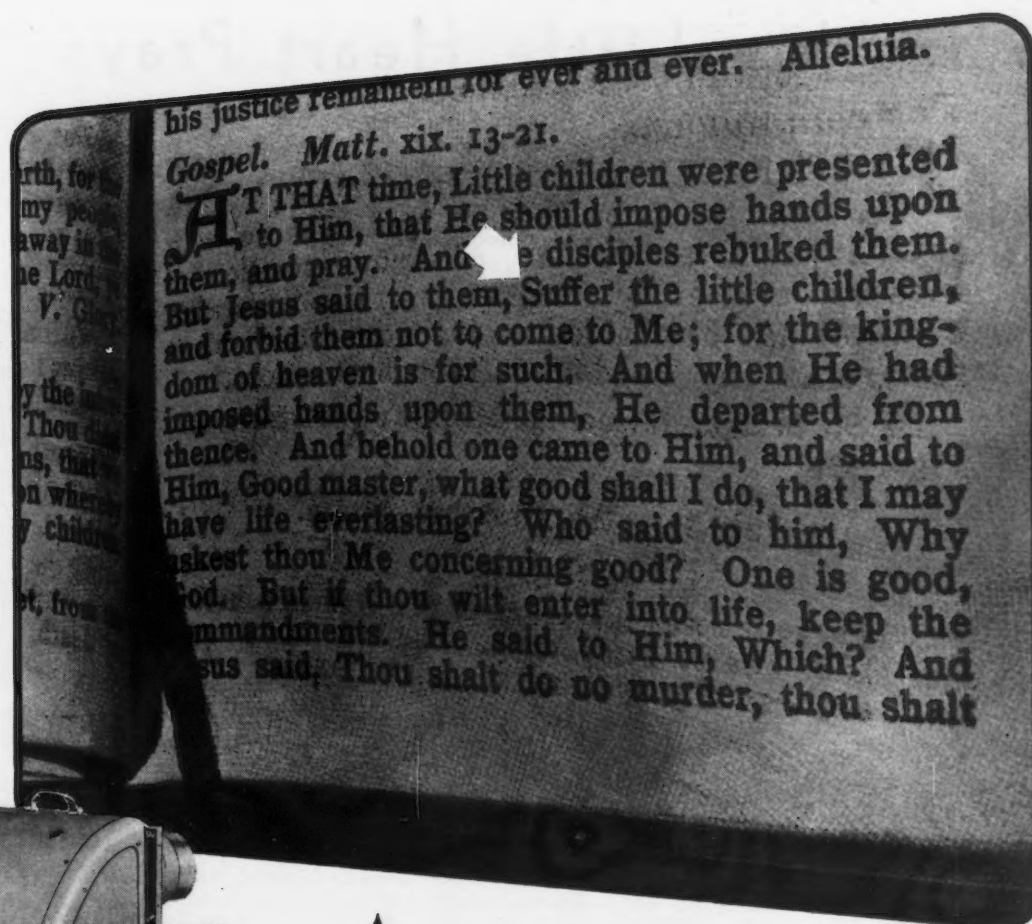
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120 Broadway
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Health in Your Town

A 35mm. filmstrip and teacher's guide, was prepared to help junior high school teachers develop learning experiences about community health. The filmstrip, which may be borrowed free of charge or purchased at cost, attempts to picture a general pattern of community health organization and suggest the role of citizens in relation to health in their own communities. Forty-one frames in full color. The Teacher's Guide, provided free of charge with the filmstrip, includes suggested learning activities and resources to bring the community health story home to students by spotlighting their home town (12 pp.).



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No. 1000/W

Inside Cover

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Size of book 4½ x 3 inches. 162 pages with 42 full size lithographed pictures, an outstanding feature of MY LITTLE HEART PRAYS. The type is large and there is no crowding of the printed lines. Sentences are broken into thought phrases pleasingly balanced on the page. The simple text of the Mass embodies the ideas and thoughts of the liturgy. The section on Confession includes preparatory prayers, a simple, complete examination of conscience and the thanksgiving to be made after confession. Both the pictures and the text of the WAY OF THE CROSS will warm the hearts of little ones with a tender appreciation of Christ's passion. MY LITTLE HEART PRAYS is in all truth a Child's book. It is built on a controlled vocabulary so that a child of normal reading ability in either first or second grade can enjoy it. Checking the running words against Thorndike's list, 83% are within the 1A list, which means that 83% of the words used are among the first 500 most commonly used words.

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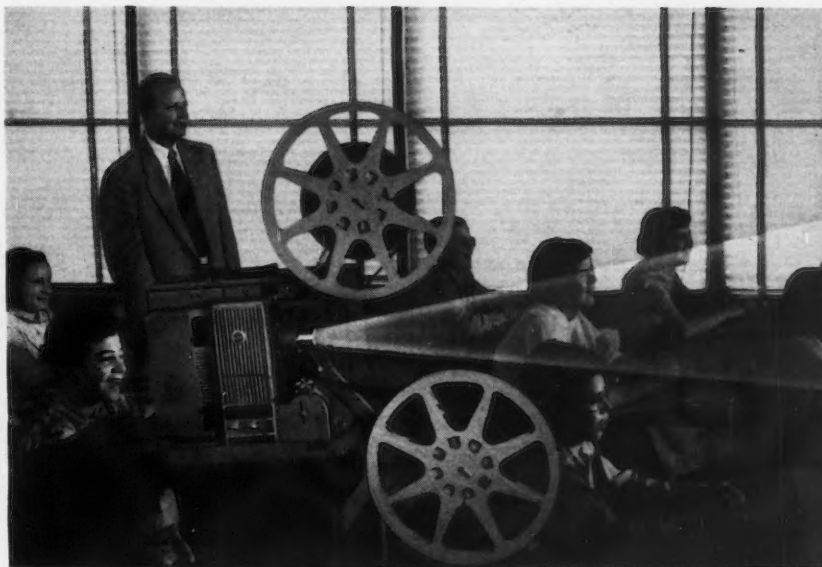
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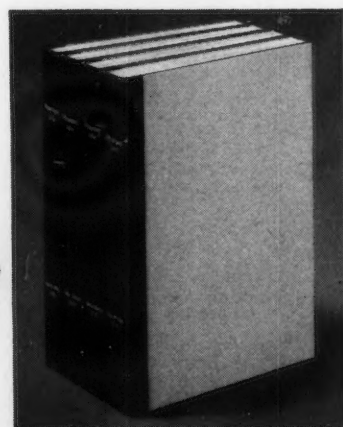


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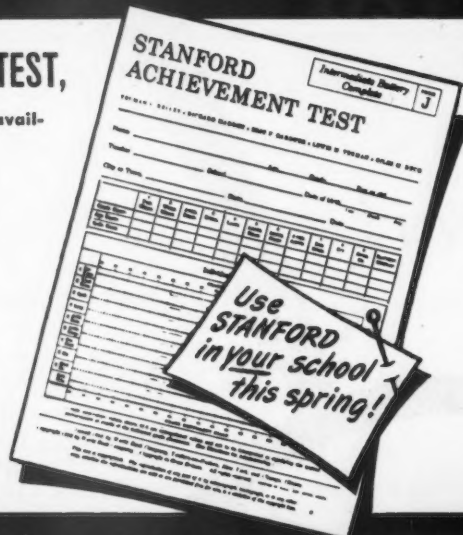
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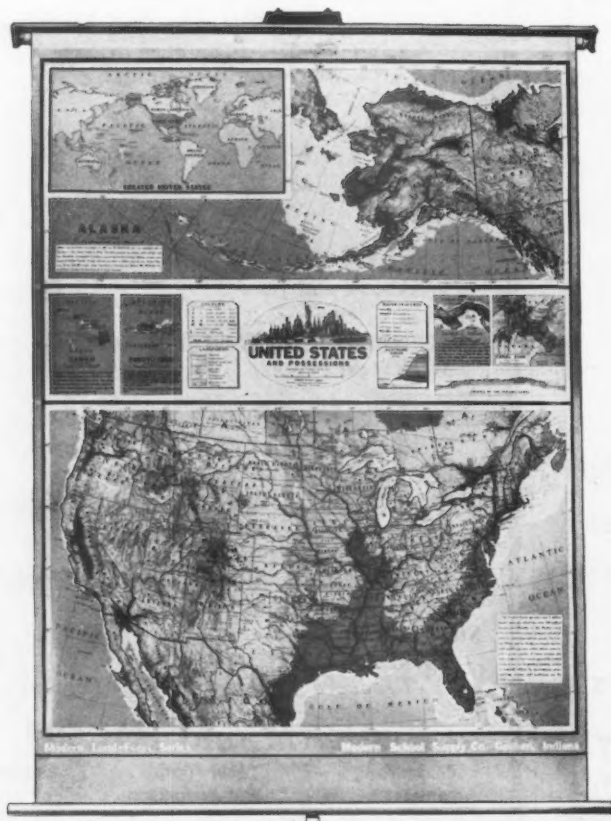
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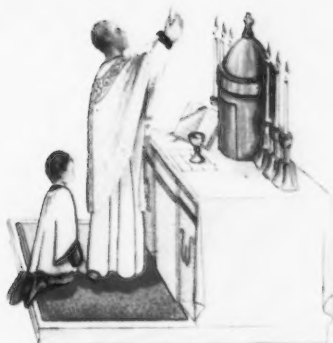
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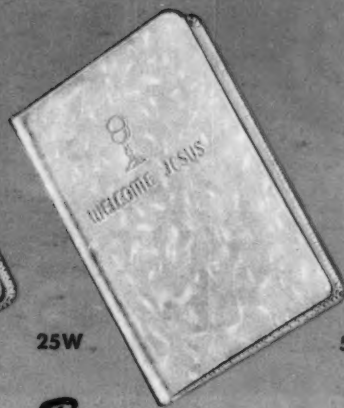
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*Sister M. Amatora, O.S.F., Ph.D. **

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Time is running out! The forces of evil are rapidly gaining momentum the world over. In our own country the danger is far greater than the average person realizes. Only those on the "inside" actually know the extremely perilous situation in which the world, including our own country, languishes at the present time. We are on the brink of the precipice.

None other than spiritual forces can overcome the evils that threaten both from

within and from without. Those from within are the more dangerous and the more insidious. Heaven must come to the rescue or all is lost. Yet, God has not abandoned mankind to his sins. Rather has He given the *peace of the world* into the hands of His Immaculate Mother, our Coredemptrix.

The Holy Father, Christ's own Vicar on earth, realizes better than anyone else the tremendous things that are at stake and the only means of warding off impending catastrophe such as the world has never seen. He pleads with all to return to God via Mary. He urges the *consecration* to her Immaculate Heart of every individual person, of every family, of every diocese, of every nation, of the world. He knows that the *peace plan from heaven* brought to earth by our Lady is the sole criterion for true and lasting peace.

At this point every teacher might well examine her educational conscience on the matter: "Am I heeding Mary's call, re-echoed by the Holy Father, for *consecration* to her Immaculate Heart?" "Am I *living* this consecration?" "What have I done to teach this consecration to my pupils?"

The Children's Prayers

Children can play an important role in bringing peace to mankind. It was through children that Mary said, "If my requests are heeded, Russia will be converted and there will be peace. If not . . ." Most people have heard this and other quotations from Fatima. They know Mary's requests

mean "prayer and penance." They realize that "man must cease offending God." They have heard of Mary's method, including the rosary, the scapular, the five first Saturdays, and consecration to her Immaculate Heart.

Yet, how few go out of their way to give themselves entirely to the Queen who alone, under God, can save a sin-laden world! At Fatima Mary asked for sacrifices, yet how many teachers, even among religious teachers, make a conscious effort to instill into their pupils a solid practice of prayer and sacrifice as reparation to God through Mary for the sins of mankind!

Did it ever occur to our readers that perhaps Mary expects her army of religious teachers to rally with a little more zeal to her banner by helping their pupils to learn how to live their consecration to her Immaculate Heart?

The teacher's former courses in educational psychology function when his pupils learn addition by practice in adding objects or numbers, when they learn to read by reading day after day, and to spell by repeated practice in drills and quizzes.

Why not apply the same principles of learning when teaching the children how to *live for eternity* by giving them concrete, repeated, daily practice in *living a total consecration* to Mary here and now in their school life. *Practiced* during all their years in a Catholic school, surely some of this spiritual living is bound to continue with a decided carry-over into their adult lives, regardless of what vocation they later follow.

*Research Professor of Psychology, St. Francis College, Fort Wayne, Ind.

But, it cannot be learned in a day. Nor can it be learned in a week, a month, or a year. It must become part and parcel of the teacher's repeated efforts throughout his pupils' entire school life. Just as the child acquires skills in language arts, in mathematics, in music, or in art over a period of years, so does he acquire skill in the spiritual art of *living for eternity* over a period of years.

Mary Will Help

Learning how to live a life of *union with God* by living *united to Mary* through the method of *total consecration* to her Immaculate Heart can be made quite simple for the little child in the first grade; yet, it is at the same time so profound as to challenge the greatest theologian. (After all, the small child studies numbers; so does Einstein!)

If our Catholic teachers are thoroughly interested in doing their part to heed our Lady's call and to follow the recommendations of the Holy Father for *Marian Year*, if they earnestly wish to do their part toward promoting the peace in the world promised by Mary but contingent upon certain factors, if they are inflamed with a burning zeal for training their pupils to sanctity—then it is imperative that they teach this spiritual art of living only for eternity in the same systematic and concrete way that they would teach any other subject.

Why not begin a "children's crusade for Mary"? Perhaps that is just what our heavenly Queen is waiting for us to do! She still has a special love for children. Would not an army of children *living a total consecration* to Jesus through Mary prove a powerful factor in appeasing divine justice. No doubt there are in our schools thousands of religious teachers who have often sighed, "If only I could go from coast to coast, and from the Gulf to the Arctic Circle, enter every classroom in this beloved America, dedicated to the Immaculate Queen, and instill into every youthful heart the deepest and truest devotion to the Mother of God!"

Noble as this ambition is, it remains beyond the human possibility of any individual religious teacher. However, in union there is strength. If all the thousands of teachers who read this article pool their efforts, this high spiritual objective can be reached.

The Teacher's Crusade

Every teacher within his own sphere of activity, limited though it be, can do two things: He can (1) teach this method with untiring devotion in his own classroom and



— P. Raphael, O.S.B.

Mary Immaculate, the Patroness of the United States.

to all groups whom he contacts; and (2) he can spread the idea with enthusiasm to all his fellow teachers. With a few thousand such teachers, the "children's crusade for Mary" could reach the million mark in a short time. Fundamentally it's Mary's work. The teacher needs but to sow and to water; it's "God (through Mary) who giveth the increase." Perhaps Mary is waiting for her little band of religious teachers to "sow and to water."

Nor will Mary's pioneer band of these thousand zealous religious teachers go unrewarded themselves. Mary is so magnanimous, she hastens to her client before being asked. A mere wish summons this tender loving Mother to the needs of her child. While making an intensive study of this *total consecration* so as to bring it the more methodically to his pupils, the religious teacher will find that he himself is acquiring a deeper knowledge and a more thorough understanding of the essence of this devotion. With the teacher as well as with the children "it is God that giveth the increase." The teacher may read and re-read St. Louis de Monfort's two volumes, *The Secret of Mary and True Devotion to the Blessed Virgin*, or their simplified editions, entitled *The Queen's Secret* and *The Queen's Way* by the present author, yet if the Holy Spirit infuse not His divine

gift of understanding, he will never be able to comprehend the depths of their meaning. The teacher who would join this select band of Marian missionaries must begin by *prayerful study* of these works. Reading alone will never qualify him. His pupils will be left cold as he is cold. As St. Louis says, the Holy Spirit Himself must instruct; it is He who must set the soul on fire with love and devotion to Mary, His spouse and our Mother.

No one can impart to others that which he does not know. Before the religious teacher can instill this *living of total consecration* to Jesus through Mary into the hearts of his pupils, he himself must practice it. Our Lord says, "Out of the fullness of the heart, the mouth speaketh." This utterance is never more true, than as regards this devotion. Mary must teach the heart even as the eyes perceive the printed words. The real essence of this devotion can never be put into print, for the simple reason that there are no human words capable of expressing sublime supernatural truths. Hence, the first step for each teacher who wishes to initiate his pupils to this *total consecration* to Jesus through the Immaculate Heart of Mary, is to begin at once his own *prayerful study* and *meditation* on the sublime mysteries wrought by the Most High in this humble Virgin Mother.

Solely for the convenience of the teacher has an outline¹ been prepared for classroom presentation of this method of teaching children how to translate their consecration in daily life. Material is arranged by the week and by the month. In itself it is but a bare outline, presenting for each period a short topic for discussion together with a few suggestions and hints as to practices impregnating total consecration in daily living. It is designed to awaken interest and thought on the part of the children who are expected to present their own ideas and suggestions for carrying out ways and means of practicing this devotion in their own particular circumstances.

In the final analysis, this is Mary's work, and unless her Immaculate Hand write the approval, naught will be accomplished. The writer cannot close this article without begging a little prayer from every reader for the speedy spread of this project, the "children's crusade for Mary." May all who are striving to promote the reign of Christ in the world, find its accomplishment through the speedy and universal reign of the Immaculate Heart of Mary! When the Queen reigns, the King will reign!

¹Available from the author at 1021 North 14th Street, Lafayette, Ind.

Mental Health—A Factor in Teaching Arithmetic to the Visually Handicapped

*Sister Anna Pauline, C.S.J. **

FRUSTRATION, surely an experience to be avoided if possible, is frequently found to be the lot of the visually handicapped child who labors without the satisfaction of success which should accrue from the effort expended. Under the term, visually handicapped, are included all "children whose visual acuity is less than 20/70 in the better eye after all medical and optical help has been provided and who cannot adequately adjust to the class work required in the regular classroom."¹ By mental health is understood that "emotional relationships with others are wholesome and personally satisfying such as to facilitate, rather than hamper, effectual intellectual development and functioning in accordance with the developmental level attained. It means that as an individual grows and develops his attitude and feelings about himself in relation to others, about life and the world in general, he continues to be realistic and at the same time acceptable to himself and others."²

The Problem

Despite the fact that these children rate normal I.Q.'s, their scholastic achievement frequently falls below the usual standard set for the physically normal child even though the effort spent may be double that employed by the normal child. Can the partially seeing child be blamed if he rejects studies and becomes not only a school, but also a mental hygiene, problem? Desirable intellectual development and emotional balance for this child, which require effort beyond the endurance of his physical and nervous energy are hardly to be expected unless consideration is given to the handicap which curtails his complete participation in regular classroom activities.

If such a child is fortunate, he will be discovered by the regular classroom teacher, the school nurse, or the ophthalmologist

and placed in a Sight Conservation Class. Here, guided by a specially trained teacher, "the child loses the inferiority feeling previously harbored and is enabled to maintain the standards of the child in the normal classroom."³ This child deprived of the full development of his visual sense needs an understanding adult who will patiently gain an insight into his character, discover his aptitudes, and encourage the development of them. He will be guided in the Sight Conservation Room to a healthy recognition of his handicap so that he may develop as normally as possible physically, mentally, and emotionally. Thus the teacher will fulfill her role in "preparing him for what he must be and for what he must do here below, in order to attain the sublime end for which he was created . . . and the maximum of well-being possible here below for human society."⁴

"It is estimated that in this country at large one child out of every twenty now in our schools will sooner or later be in a hospital or a sanitarium for the insane. They will be unhappy, disgruntled, unsocial — failures in social, business, family life. Need for conservation of mental

health is obvious. On the constructive side the school must provide outlets for the basic drives of human beings; the need for security, the need for self-expression, and the need for socialization."⁵ Since the handicapped child "in general is not well balanced emotionally, feeling restricted and inferior compared with the majority of human beings,"⁶ the opportunity presents itself to the teacher to assist the child in "sound emotional development to produce a well-rounded individual which is even more important than factual matter."⁷

The Sight-Saving Class

Here the Sight-Saving teacher steps in with constructive help and encouragement which will enable the child to recognize his potential abilities and make the most of them in spite of his handicap. A sense of integrity sought in his own personal aptitudes will boost the self-respect which the child has previously lost when he failed to reach a goal set entirely beyond his endeavors. In the Sight-Saving Class where reading is "restricted chiefly to the gaining of information,"⁸ he may experience satisfaction in the arithmetic class with the encouragement and the help of the special equipment and instruction. This is especially true of the child who has been a failure in arithmetic although he may have "skinned through" content subjects which he may have been able to master through the sense of hearing.

Since the special-class teacher handles the entire teaching of arithmetic, she possesses the opportunity to aid in readjusting the harassed child who comes to her class for this subject. Much of the material can be taught orally with the child figuring the problems in his head. By proceeding slowly and allowing the

³Maurice L. Wiesethier, "Conserving Vision in the School Child," *National Parent-Teacher*, Nov., 1938, p. 35.
⁴Pope Pius XI, *Christian Education of Youth* (New York: The Paulist Press), p. 5.



Typing is Vital to Sight Saving.

*St. Ann's Academy, Albany 2, N. Y.

¹Winifred Hathaway, *Education and Health of the Partially Sighted Child* (New York: Columbia University Press, 1943), p. 13.

²Leland H. Stott, "Mental Health and Developmental Hygiene," *Education*, Jan., 1949, p. 273.

⁵Carleton Washburn, "Education or the Three R's," *National Parent-Teacher*, Aug., 1938, p. 6.

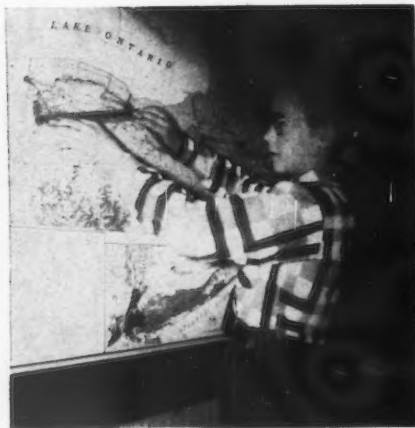
⁶Lena Frender, "Handicapped Children and Their Problems," *Understanding the Child*, Oct., 1945, p. 118.

⁷Rudolph G. Novick, "How Teachers Can Build Mental Health," *Today's Health*, Nov., 1951, p. 24.

⁸Winifred Hathaway, *Education and Health of the Partially Sighted Child* (New York: Columbia University Press, 1943), p. 103.



Area Comes to Life.



We Read the Map.



We See Fractions.

child to master thoroughly each new step, he can be spurred on until, strengthened by success in his arithmetical endeavors, the thrill of standing on his own feet will fill him with sheer joy! Much of the procedure in arithmetic can be introduced and thoroughly assimilated through oral media. Participation with the children in the regular classroom during the oral arithmetic period will enable the child to take his place with a certain amount of success among children of his own age.

A follow-up of written work, which need not be extensive, may be done frequently at the chalkboard. If the child can work two or three problems correctly on the board or on nonglare paper with a soft, black, lead pencil, there is no necessity of requiring him to work a greater number of the same type of problems. Once he has an understanding knowledge of a process, it may frequently be recalled orally or by just the minimum of written work. Problems requiring reading on the part of the child may be previously prepared in large type or print by the special teacher. If the class is equipped with a tape recorder, the pupil may listen to the problems on the recorder. Two things must be kept in mind: first, that "the child must be taught to solve everyday, life problems, the second, he must be held to the regular grade standard."⁹

For the visually handicapped child from the youngest to the oldest concrete situations are essential in the learning experience. The child may actually mark out on the floor a square yard or a rod to gain the practical skill in measurements. An arithmetical laboratory equipped with manipulative materials such as an abacus, marbles, dominoes, meter stick, foot ruler,

clay, blocks, ball, measures, large charts, etc., are invaluable in making arithmetic meaningful to this child. Correlation of arithmetic with other subjects is frequently possible; locating pages in books reading geographical graphs, figuring the number of years in history, and judging pleasing proportions in art are real applications of arithmetic on which the resourceful teacher will capitalize. A page of the latest bargains offered in the Wednesday night's shopping ads will bring to life the arithmetic experience for the day.

Develop Self-Reliance

In understanding the problems of the visually handicapped child an attitude of warmth and understanding devoid of rigidity on the part of the teacher encourages a certain amount of freedom of expression to give the child security. At the same time "the teacher must avoid an atmosphere which fosters too much dependence. Constructive help should be given the child. Such may be essential to help him gain security, but the best adjustment will result when he is capable of making independent decisions which may result in positive adjustment in terms of his limitations. . . . The teacher must be constantly aware he is dealing with children and that his use of subject matter, teaching methods, and special equipment are only for the purpose of developing the child under his charge."¹⁰ Meaningful mathematical experiences will promote the training of the mind of the child to tackle and cope with problems and to straighten out the situation with a sane outlook. Most problems can be solved—be they mathematical or life ones. "Psychological effects produced by various kinds of men-

tal activities are naturally both limited to their respective realms. Continuing to act in the conscious as well as the subconscious spheres of the mind, their influence affects even the social life. No healthy relationship and co-operation between human beings can be founded on mechanical and one-sided thinking.

"The psychological effect of creative studies in arithmetic is at least of equal importance as the knowledge the subject imparts. Whoever looks at the practical side only in arithmetic readily overlooks the truly practical effects in the psychological realm. Dangers threatening culture and civilization today are not due primarily to the lack of detail of practical knowledge, but rather to the psychological factors, which, in the final analysis, are the outgrowth of distorted thinking. The teaching of arithmetic in its education of sound straight and creative thinking holds a key position in our work for a future society throughout the world."¹¹

And so, by utilizing the materials on hand to socialize the teaching of arithmetic and by using advantageously the "concrete sources of experience in the local environment through excursions and field trips, the development of the visually handicapped child can be enriched and further stimulated by extensive reading and investigation"¹² until, achieving success in this field, he may arrive at the minimum of well-being which is a paramount factor in the mental health of today's child with a visual handicap who will be the citizen of tomorrow.

(Concluded on page 8)

⁹H. V. Baravalle, "Psychological Point of View on Teaching of Arithmetic," *Mathematics Teacher*, Dec., 1944, p. 346.

¹²Breckner, Leo J., and Grossnickle, Foster E., *How to Make Arithmetic Meaningful* (Philadelphia: The John C. Winston Company, 1947), p. 104.

⁹Vivian Franti, "Arithmetic in Sight-Saving Classes," *Sight-Saving Class Exchange*, Nov., 1937, p. 42.

¹⁰Leo F. Cain, "Teacher and Handicapped Child," *Education*, Jan., 1949, p. 278.

Some Saints and Beati of 1954

"In great saints you find that perfect humility and perfect integrity coincide." — *Thomas Merton.*

"Whatever hope we may have of participating in the happiness of the saints, it will be vain, unless we strive to become saints ourselves by the means that they employed. . . .

"Let us raise our thoughts to heaven, and let the lot of the saints serve as a motive for enkindling and increasing in us an ardent love for Our Lord Jesus Christ." — *St. John Baptist de La Salle.*

c. 154

Martyrdom of St. Pius I, pope. Feast: July 11.

254

Martyrdom of St. Felician, Bishop of Foligno. Feast: January 24.

c. 254

Martyrdom of St. Lucius I, pope. Feast: March 4.

354

Birth of St. Arsenius, hermit. Feast: July 23.

Birth of St. Augustine, Bishop of Hippo, Doctor of the Church, founder. Feast: August 28.

c. 354

Birth of St. Paulinus, Bishop of Nola. Feast: June 22.

454

Birth of St. John the Silent, bishop. Feast: May 13.

554

Death of St. Theodosius, bishop. Feast: February 14.

c. 554

Death of St. Albinus, Bishop of Angers. Feast: March 1.

*Michael J. Laffan, Ed.D. **

654

Death of St. Bavo, Benedictine monk. Feast: October 1.

754

Death of St. Failbhe the Little, Abbot of Iona. Feast: March 10.

Martyrdom of St. Hadulph, Benedictine monk. Feast: June 5.

Martyrdom of St. Gunchar, Benedictine monk. Feast: June 5.

c. 754

Death of St. Burchard, first Bishop of Würzburg, Benedictine monk. Feast: October 14.

N.C.E.A. CONVENTION

Chicago, April 19-22

The National Catholic Educational Association will hold its 51st annual meeting at the Conrad Hilton Hotel in Chicago during Easter Week, April 19-22.

"Planning for Our Educational Needs" is the theme of this convention, which will mark the closing of the golden jubilee year of the Association.

Rt. Rev. Msgr. Daniel F. Cunningham, superintendent of schools for the Archdiocese of Chicago is the general chairman for local arrangements.

The Conrad Hilton Hotel will receive reservations for single rooms at \$5.50 to \$13 per person and will reserve a limited number of rooms for Sisters at \$3 per person with three or four in a room. There will be facilities for saying Mass at the hotel or at nearby churches. For reservations or further information write to: Edward A. Janus, Reservations Manager, N.C.E.A. Housing Bureau, Conrad Hilton Hotel, Chicago, Ill.

Some Sisters can be accommodated at local convents. For reservations write to: Rev. David C. Fullmer, N.C.E.A. Convent Housing Bureau, 205 West Wacker Drive, Room 500, Chicago 6, Ill.

854

Martyrdom of St. Abundus, priest. Feast: July 11.

954

Birth of St. Elphege, Archbishop of Canterbury, Benedictine abbot, martyr. Feast: April 19.

1054

Death of St. Leo IX, pope. Feast: April 19.
Death of Blessed Herman Contractus, Benedictine monk. Feast: September 25.

1154

Death of Blessed Conrad of Bavaria, Cistercian monk. Feast: February 15.

Death of Blessed Matilda of Spanheim, Benedictine recluse. Feast: February 26.

Death of St. Stephen of Obazine, Cistercian abbot. Feast: March 8.

Death of St. Lambert Péloguin, Bishop of Vence, Benedictine monk. Feast: May 26.

Death of St. William Fitzherbert, Archbishop of York. Feast: June 8.

Death of St. Volcuin, Cistercian abbot. Feast: September 18.

Death of St. Vicelinus, bishop. Feast: December 12.

1254

Death of Blessed Arnold, Benedictine abbot. Feast: March 14.

1654

Birth of St. John Joseph of the Cross, Friar Minor, confessor. Feast: March 5.

Death of Blessed John Southworth, martyr. Feast: June 28.

Death of St. Peter Claver, Jesuit priest, Apostle of the Negroes, confessor. Feast: September 8.

c. 1754

Birth of Blessed Joseph Tshang-Ta-Pong, catechist, martyr. Feast: March 12.

1854

Death of Blessed Joseph Lun, catechist, martyr. Feast: May 2.

Death of Blessed Joaquina Vedruna de Mass, Foundress of the Carmelite Sisters of Charity. Feast: May 19.

*% The Barnabite Fathers, 9 Riley St., Buffalo 9, N. Y.

For Small High Schools

A Three-Year Curriculum in Mathematics

George L. Henderson*

MORE than half the high schools in the United States are small and have only one teacher of mathematics. Scheduling difficulties, as well as lack of teacher time, make it impossible to offer more than a single-track program usually consisting of ninth-grade algebra (required of all freshmen), tenth-grade plane geometry, and one additional advanced course combining advanced algebra, solid geometry, and trigonometry.

Such a program cannot attempt to meet the individual needs of all students. There will be persons of many different levels of learning ability in the required algebra course. Because of existing conditions a large percentage of these students advance into plane geometry. Teaching these classes is extremely difficult.

A goodly number of high school students drop out of school when they reach 16 years of age. They take their place in society armed with mathematical knowledge gained only in elementary school and a required algebra course. These people

have been exposed to quadratic equations (which they'll never use), yet fail to understand clearly such things as interest, percentage, graphs, tables, areas, volumes, estimation, symbolism, signed numbers, formulas, etc., which they'll need in everyday life and which were skipped over once lightly so as to get to exponents, factoring, etc., required within the limits of freshman algebra.

To Solve a Problem

Lack of preparation of the involuntary student to solve the everyday problems of life is one of the weaknesses of the one-track mathematics programs offered by smaller high schools. In other words, the one track mathematics program does not and cannot meet the needs of all students. Why not?

Is there something wrong with the choice of subject matter taught? Are teachers at fault? Are administrators to blame? The answer to these three questions, in the light of what is being done, is "No."

Choice of subject matter is usually limited to that in the textbooks available. The authors of these books spent years in preparation, collecting and choosing and discarding possible subject material. Textbooks today are better than ever.

Teachers are well trained and fairly well paid. They know their respective fields quite well, are versed in teaching methods, and do the best they can. Administrators, faced with a legion of problems and obstacles, are forced to take a middle path, do what's best for the majority of students. They are sometimes hampered by tradition. Is there a weakness in the present system? Yes, there is. It has been clearly pointed out according to results.

This underlying weakness is in the basic structure of the single-track mathematics curriculum. Each course — algebra, geometry, advanced algebra, solid geometry, trigonometry — is separate and distinct, dependent to a certain extent on what has gone before yet organized as a separate unit.

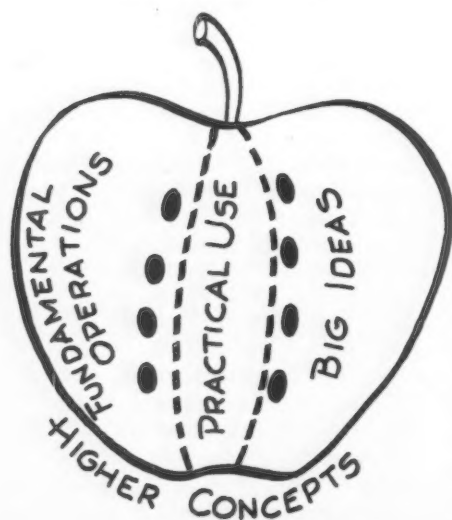


Diagram 1

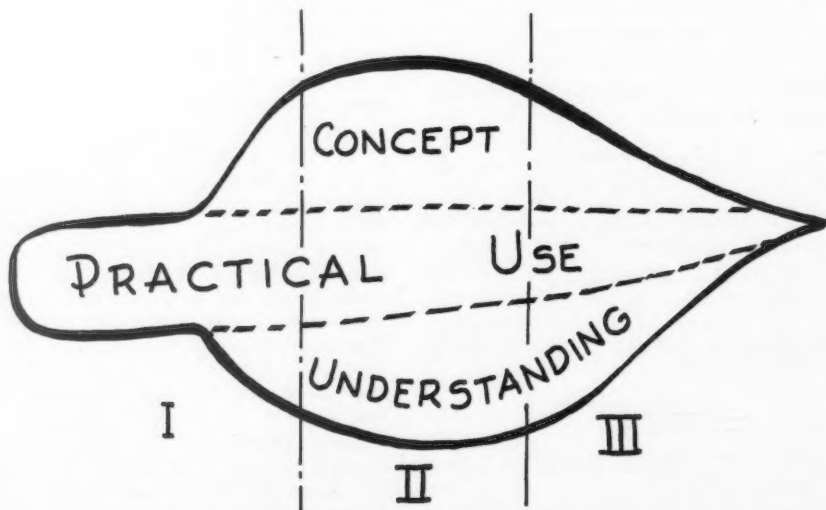


Diagram 2

*Toluca Community Unit Schools, Toluca, Ill.

Students taking four such courses should emerge with a broad understanding of the basic big ideas of mathematics. But, few students in small high schools can, even if they choose, get four such courses.

A Suggested Reorganization

The only possible solution lies in reorganizing and resolving these various courses into a *concurring program* which includes mathematical literacy "musts" in the first year, expands and further develops them in the second as well as delves into new concepts, and further expands and develops and delves in the third year. Such a curriculum should be designed so students dropping out of school at the end of ninth grade will have learned enough mathematical concepts to help them live literately in modern society. Students taking two years of the curriculum will be ready for college mathematics and three-year students will be well advanced in the understanding of higher mathematical concepts. The whole program must be unified in order to be cumulative.

A Three-Year Curriculum

The unity of such a program can be simply illustrated by an apple (diagram 1) wherein the core is called "practical use," the seeds "big ideas," the pulp "fundamental operations," and the skin "higher concepts."

A complete three-year curriculum can be illustrated by a spearhead. A core of practical use is surrounded by concept understanding which has broad, vague beginnings and narrows down to sharp comprehension. The vertical lines (diagram 2) divide the whole into its three yearly parts.

Obstacles lie in the path of such a program. States, and even counties within states, have standardized testing programs where all students in all schools are required to pass the same examinations. There are no textbooks available because the idea is untried and unproved. Publishers won't risk money gambling on a series of textbooks unless they are sure of a broad market. Parents, swayed by tradition, might object to having their children take part in such an experiment.

Nevertheless, in order to meet the varied needs of students, something must be done. This plan fits the present limitations of lack of teachers, lack of class time, and lack of instructional aids.

Competent teachers can work from an outline, building units of study as they go, and put over such a program. For those with the insight, initiative, fortitude, and chance to try, the following general outline has been formulated.

This outline can be used best by a teacher who teaches all three courses. Such a person will know where to leave off each year and where to begin the next, and can integrate accordingly. It is not strictly chronological and is suggested only as a general basis for choosing topics. Order and development of individual topics is left to the teacher.

FIRST-YEAR MATHEMATICS

A. Numbers

1. Integers and whole numbers: (a) concept; (b) calculations (addition, subtraction, multiplication, division); (c) raising to powers; (d) square root (tables, division, estimation).
2. Positive and negative numbers: (a) concept; (b) calculations (a, s, m, d)
3. Fractional numbers: (a) concept; (b) calculations (a, s, m, d)
4. Decimal numbers: (a) concept; (b) calculations (a, s, m, d)
5. Per cent: (a) concept; (b) uses and calculations

B. Number Representation

1. Graphical: (a) bar graphs; (b) picture graphs
2. Angles: (a) concept; (b) circle graphs
3. Literal numbers: (a) concept; (b) monomial calculations (addition, subtraction, multiplication, division, powers, roots)
4. Ratio: (a) concept

C. Expressions

1. Binomials: (a) concept; (b) calculations (a, s, m, d)
2. Polynomials: (a) concept; (b) calculations (a, s, m, d)
3. Parentheses: (a) concept; (b) calculations (when removing)

D. Figure Constructions

1. Copying and bisecting line segments and angles
2. Perpendiculars
3. Triangles (all kinds)
4. Quadrilaterals
5. Polygons (regular and irregular)

E. Equations and Formulas

1. Concept
2. Substitution
3. Axioms and their use when solving equations: (a) addition axiom; (b) subtraction axiom; (c) division axiom; (d) multiplication axiom
4. Common formulas and their use (area, volume, lever, etc.)
5. Forming and solving equations from problem data: (a) rate problems; (b) work problems; (c) mixture problems

F. Pythagorean Theorem Relationships

1. Concept
2. Uses

G. Similar Triangles

1. Concept
2. Proportion: (a) concept; (b) solving

H. Trigonometric Functions

1. Sine: (a) concept; (b) use
2. Cosine: (a) concept; (b) use
3. Tangent: (a) concept; (b) use

I. Metric System

1. Concept
2. Use
3. Conversion of units

J. Fahrenheit and Centigrade

1. Concept
2. Conversion

K. Solving Life's Problems

1. Installment buying
2. Borrowing money
3. Taxes
4. Insurance

SECOND-YEAR MATHEMATICS

A. Numbers

1. Integers and whole numbers, positive and negative
2. Calculations with above (addition, subtraction, multiplication, division, powers, and roots)
3. Fractions and decimals
4. Literal numbers

B. Expressions

1. Monomials and polynomials: (a) calculations
2. Factoring: (a) concept; (b) monomial times polynomial; (c) difference of two squares; (d) trinomial squares; (e) trinomials

C. Equations

1. Various powers and degrees: (a) concept; (b) solving
2. Simultaneous systems: (a) binomials; (b) trinomials
3. Quadratic: (a) concept; (b) solution by factoring; (c) solution by completing the square

D. Geometric Definitions, Assumptions, Theorems

1. Definitions: (a) terms (point, line, etc.); (b) figures (triangles, polygons, etc.); (c) angles and circles
2. Axioms (the quantity axioms)
3. Assumed constructions: (a) line segment; (b) circle
4. Theorems: (a) concepts and parts; (b) corollary; (c) converse; (d) "If," "then" relationships; (e) angle theorems and algebraic proof
5. Proof: (a) concept; (b) systems; (c) analysis
6. Congruence theorems: (a) concept; (b) proof; (c) use

MAN'S DIGNITY AND EDUCATION

In transmitting culture from generation to generation, it is the purpose of education to safeguard and develop the dignity of man. At the end of the eighteenth century our first president spoke of religion and morality as indispensable supports of political prosperity. At the end of the nineteenth century our highest court declared that "the reasons presented affirm and reaffirm that this is a religious nation."

What is true of our political prosperity and our nation is true as well of our Western culture in general. Yet everywhere modern education is being drained of moral content through the movement which is known as Secularism.

It has been well said that the education of the soul is the soul of education. Therefore when education tries to thrive in a religious and moral vacuum, and does not aspire to impart a set of principles and a hierarchy of values, it degenerates into a dead end juxtaposition of facts.

And even worse. For though it tries to thrive in such a vacuum, education can never really be neutral in practice. It has been truly said that "Men must be governed by God or they will be ruled by tyrants." Similarly, education must inculcate a religious and moral outlook, or it will inculcate a materialistic one. And there is no word for dignity in the vocabulary of materialism.

— *The 1953 N.C.W.C. Statement of the Bishops*

7. Parallel line theorems: (a) concept; (b) proof; (c) use
8. Parallelogram theorems: (a) concept; (b) proof; (c) use
9. Circle theorems: (a) concept; (b) proof; (c) use

E. Ratio and Proportion

1. Concept
2. Similar figures
3. Use

F. Areas

1. Concept
2. Proof of common area formulas
3. Scalene triangle areas

G. Pythagorean Theorem

1. Area proof
2. Similar triangle proof
3. Use

H. Trigonometric Functions

1. Sine, cosine, tangent
2. Cotangent, secant, cosecant
3. Logarithms: (a) concept; (b) use in formulas and trig functions

I. Co-ordinate Systems

1. Rectangular: (a) concept; (b) uses
2. Polar: (a) concept; (b) use
3. Graphing equations

THIRD-YEAR MATHEMATICS

A. Monomials

1. Powers
2. Roots

B. Equations

1. Literal, integral, fractional, and rational
2. Quadratic: (a) factoring; (b) completing the square; (c) factor theorem

C. Binomial Theorem

1. Concept
2. Use

D. Synthetic Division

E. Fractions

1. Identities
2. Calculations

F. Radicals and Complex Numbers

1. Concept
2. Transformation
3. Calculations
4. Imaginary numbers: (a) concept; (b) calculations; (c) use
5. Complex numbers: (a) concept; (b) roots; (c) use

G. Progression

1. Arithmetic
2. Geometric
3. Series

H. Linear Function

1. Graphing linear functions
2. Loci
3. Slope
4. Graphical solution of problems

I. The Cube

1. Three dimension coordinates: (a) concept; (b) use
2. Perpendicular theorems: (a) proof; (b) use
3. Slopes of lines in space: (a) concept; (b) use

J. The Prism

1. Concept
2. Dimensions
3. Volume and area

K. The Cylinder

1. Concept
2. Dimensions
3. Volume and area

L. The Pyramid

1. Concept
2. Dimensions
3. Volume and area

M. The Cone

1. Concept
2. Dimensions
3. Volume and area

N. The Sphere

1. Concept
2. Dimensions
3. Volume and area

O. Logarithms

1. Concept
2. Use

P. The Slide Rule

1. Concept
2. Uses

Q. Law of Sines

1. Concept
2. Use

R. Law of Cosines

1. Concept
2. Use

S. Variation

1. Concept
2. Use

MENTAL HEALTH

(Concluded from page 4)

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How Can the Pupil Study Best?

John F. Reilly*

FOR convenience I have broken down our area into three major topics: (1) health; (2) external conditions or environment; and (3) study habits and attitudes.

On the first of these, I shall touch but briefly. There is little need here to dwell on health because we all recognize the need for a healthy body for any activity. Moreover, pupils themselves are constantly reminded of that need from all sides. It is the pupil in whom the teacher recognizes serious defects that will demand special attention. Let the teacher keep after him or his parents until his defective teeth have been put in good condition, or until his tonsils have been removed. Such needs come to the attention of the teacher from competent people in health work. Remember Juvenal's maxim: *Mens sana in corpore sano*.

I shall also say little more of the external or environmental conditions than to recall such needs as proper lighting, temperature, and ventilation; the need for comfort such as one achieves by removing tight or unnecessary clothing; and a need for a chair and desk to suit the height and build of the pupil. There is no doubt that most pupils do not study under proper external conditions. But what more can the teacher do than to point out the need for an environment conducive to good studying? She cannot go into every home often enough to keep a constant check on the conditions of the room in which the pupil studies. She cannot constantly keep after all the landlords who fail to provide sufficient heat for the child's study room. She cannot demand that the parents buy a new desk of the right proportions for little Johnny or little Mary. We can wish she could do all these things, but we know how far she would get even if she did have the time and inclination.

How then can the elementary school teacher develop good study habits for her pupils, habits which probably they will carry through most of their scholastic years? She can do most in the third division of our breakdown: study habits and

attitudes. She can help develop in the pupils: (a) place and time study habits; (b) the habit of beginning work promptly; (c) the attitude that the pupil is working for himself and not for the teacher; (d) the habit and attitude of seeing and studying homework as a unit, of studying the parts of that unit, and of putting the parts back into the whole. We shall observe within these four subdivisions others closely connected to them.

Place and Time Study Habits

I hazard the guess that most of us here have a place study habit. Unfortunately, because of our busy schedules, probably few of us have a time study habit. It is very important for the pupil that he have both habits. He ought to be encouraged to have a place to which he may go without distractions or disturbances from any person or thing. This place should be reserved for one purpose: namely, the study of schoolwork. At it he should not loaf, read novels, newspapers, or comic books, play games, listen to the radio, or do anything that is not a study situation. The place study habit should in time result in a study attitude whenever the pupil approaches the place.

The time study habit is more important for youngsters than for us teaching adults who are more prone to rationalize and to be motivated by our standards of values and by our responsibilities. But I am certain that, if we are honest with ourselves, we shall admit that a definite time for our studying would enable us to keep pace with our work. So, too, a pupil will be able to keep pace if he has the time study habit.

The time study habit has a special function for the pupil. Let us recognize the influences of television and radio. Let us also recognize that the pupil is entitled to listen to a healthful or at least a not immoral television program. But these entertainments should not interfere with the pupil's schoolwork. Help him to see that they should not. Let him arrange his time in such a way that he can see his "Howdy Doody" or "Captain Video" if he so wishes. But during the time set

aside for study he should be out of hearing range of any radio or television that might be turned on. It is reasonable to tell adults, "When you study, do not turn on the radio—unless you find soft music conducive to study." However, for the youngsters let radio and TV be taboo.

Very intimately associated with the time and place study habits is that of *starting to work promptly*. Wasted time at the study place reduces the effectiveness of its purpose. Teach the pupil the value of going to the study place fully prepared for his work. Let him not spend ten minutes gathering his books, another five looking for pencils, and another ten deciphering the script of his assignments. Some pupils claim they have studied their history 45 minutes. The truth is that they have studied 10 and wasted 35 minutes in unorganized preparation. The teacher's example can be very effective in developing in the pupil this habit of starting to work immediately. Let her start the year, on the very first day, by going to work immediately. Let her classes begin working promptly every day thereafter. Pupils will in time get her point and her habit.

Studying for Himself

The third aim, development of the attitude that the pupil is studying for himself and not for the teacher, is one that the teacher ought to keep constantly in the foreground. If necessary, explain to pupils that the teacher's function is to supply materials, guide his application, and test his performance, not for the sake of the teacher—remind your pupils that you know the subject matter—but for the pupil's sake. The pupil's recognition of this fact should lead in many instances to a longer retention of important material, particularly if the pupil is led to see its application.

It is the responsibility of the teacher to see that the assignment has been given properly. Properly is to say in specific terms, not merely, "Read pages 79 to 84 in your history book." After the teacher has put the assignment on the board, she should take just a minute, or even less, to tell the pupils what is important in the lesson. For example: "Memorize the

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major points of the Congressional reconstruction program"; "Know where the commas are placed in a friendly letter"; or "Be able to tell in your own words the story of the poem you are reading for homework." The more specific the explanation is the better the pupil will be able to study. The first example above assumes that the pupil will know what the major points of the reconstruction program were. More details might be needed in any specific class, especially if the textbook does not enumerate the major points. If the assignment is not clear, the pupil will not be able to do his best. The major points of the lesson should be repeated and emphasized the next day, and when large areas are involved, repeated frequently during the unit and particularly at the end.

The teacher should take time out early in the semester to show her pupils how to use their books. She should point out such things as the table of contents, the index, and glossary. Few pupils know how to find out something they should be able to recall to mind but cannot. If they cannot immediately put their mind on what they want to know, pupils do not bother to find out later. The teacher ought to explain that if in the index the Louisiana Purchase is not listed under *L*, it might be under *P*, Purchase, Louisiana. If the textbook in the upper grades uses footnotes, let the teacher explain their function to the class. The ability to use a book properly is part of studying well.

The Lesson as a Unit

Seeing and studying the lesson as a unit, studying the parts of the unit, and putting the parts back as a whole, constitute the actual study process. You will observe that the single word "frequency" can be used to summarize the basic idea behind what follows.

The pupil should begin his day's assignment by a rapid review of the previous lesson. The subject matter is familiar and consequently not difficult. The pupil gets off with an easy start which is psychologically good for him because by it he is encouraged. The review deepens the impression already made, provides a profitable "warm-up" period—remind the pupil that his favorite baseball pitcher has a "warm-up" period—and further provides points of contact or hooks on which to hang the new material.

Let us consider the process of studying the new lesson. When you go into a room for the first time, what do you see? When you meet a person on the street, what

do you see? Unless there is some special thing about an object to draw your attention, ordinarily you see the object as a whole. When you go into a room for the first time, you probably take the whole room in at a single glance. When you meet a person on the street, you observe the whole person, not simply the eyes, nose, or ears, unless there is something peculiar about them.

In studying a homework assignment, the pupil's first step should be to take in the lesson as a whole. This reading the lesson through gives a complete picture and prepares the pupil for the details. The second step should be to study the parts. Frequently the paragraph structure is a sufficient clue to the division of the parts. Each paragraph should be read very carefully and should not be passed until the whole paragraph is understood. When each part of the whole will have been mastered, the pupil will be ready for the third and final step in the actual learning process: a re-reading of the lesson as a whole. This re-reading enables him to put the parts together and to see their relationships in true perspective.

Practice Oral Recitation

Another and indeed a very valuable aid to study is oral recitation. The pupil should be encouraged to recite the lesson to himself, aloud and without the use of the book. If he has taken his teacher's suggestion and selected a place in solitude, he will have no embarrassment about talking to himself. If he cannot be alone, what's the difference? Who cares whether people say he has money in the bank?

I would like to emphasize this idea of talking out the lesson: It is important. One's language is indicative of his thinking. Try to think of something without using language. Try to explain something which you understand only vaguely, like describing the color red to a man who has been blind since birth. If the pupil does not understand what he has studied, he will not be able to talk about it. His failure to do so should tell him to study the lesson or parts of it again. This talking out does not mean memorization but understanding.



But seeing the assignment as a whole and reciting it aloud are valuable also for memorization. If a pupil is to memorize a poem, for example, this method provides the following among other advantages. First, the mental connections are distributed evenly over the whole unit thus lessening the repetitions of certain parts, like the first line, at sacrifice to later parts, like the seventeenth line. In part studying the early parts are repeated unnecessarily and forgetfulness occurs in later lines. Second, studying the poem as a whole rather than parts at a time tends to make concentration easier. Third, impressions of the whole tend to make for longer retention, which is reinforced by the understanding gained by studying the poem as a whole. Finally the vocalization makes an appeal to the ear; this appeal is coupled with that for the eye, and some assistance is given by the "feel" of the words. Thus, audiles, visiles, and tactiles alike benefit.

Other Important Factors

There are many other matters upon which I have not touched. Some of them are at least as important as those I have discussed, perhaps even more so in your opinion. For example, taking notes while studying is important. Pupils in the upper grades should be encouraged to use shorthand to increase their speed in taking notes. A tick mark can be used for words like "the." The letter *c*, with a short line above it (*c̄*), a symbol I have borrowed from the nursing profession, can be used to represent the word "with." The teacher's assistance is needed for developing the pupil's ability to pick out important facts and judgments in a lesson. He can be taught that in a well-written text the first sentence in a paragraph sums up major ideas. Section headings in boldface type are also clues to important areas. The need for immediate application of general rules, the need for a clear idea of the assignment, the need for frequent drill or recall, and the need for a desire to retain facts are but some of the important phases I have not brought out.

As a final thought, let me say that a spiritual attitude is of paramount importance for good studying. The pupil should cultivate a love of and a reliance upon the Holy Ghost for enlightenment, and he should pray frequently for spiritual aid. In all my classes, my students and I begin our work with an ejaculation to the man singled out by the Holy Church for his scholarship: St. Thomas Aquinas, pray for us.

A Reformed Senior Prom

*Brother A. Lawrence, F.S.C.**

CATHOLIC parents and teachers have been attacking the problem of restoring sanity to the recreational and social activities of our teen agers. The task is not easy because we are living in an age of secularism regarding which the American Hierarchy says:

"Secularism is modern man's failure to bring God's laws into operation both in his individual and social life. It is now blighting our Christian culture, which has ever struggled with man's proneness to evil. . . . Men have failed to live up to their Christian heritage. Their Christianity is mere lip service. Secularism would abandon the Christian ideal for man-made standards of human living. Denying the value of religious ideals for the political, civic, and social life of man, it has lacerated the whole social fabric. Secularism has done untold harm in the field of education. . . . It has divorced Christian truth from life. . . . The tragedy of our age is that Christianity has lost Christ. . . . We live in God's world unmindful of our Creator. . . ."¹

Lest our high schools be indicted on some of the above counts, let us examine the case of the formal prom as a phase of Catholic school social life. Have we exemplified moral courage in bringing God's laws into operation or are we tolerating man-made standards to the abandonment of Christian ideals? Although most of our youngsters are essentially good, dare we expose them to the moral hazards associated with the Mardi gras to which our prom has descended for so many of our students? Already several bishops have found it necessary to rule against the formal prom or tolerate it only with reasonable limitations.

Before it is too late, we parents and teachers, responsible before God for the children in our charge, must take courage and jointly seek a solution in terms of Christian moderation, propriety, and common sense.

Recreation Necessary

Our children are social beings and they need wholesome recreation. We must provide facilities and guidance for their social as well as for their academic life in spite of

the materialism which, little by little, has invaded our domain. Surely it is wrong to forbid our youth to take part in the innocent activities of their contemporaries. Our problem is to make sure that these activities are innocent; otherwise we shall some day answer to God for our neglect of duty.

The Christian philosophy of recreation reminds us that, because we are fallen creatures, we grow tired and stale at our work. Psychologically we need recreation in order to refresh ourselves, that we may resume with added zest the work which is the means of our salvation. But within the past half century pursuit of pleasure has grown into a serious business. Those who can play without having to work are applauded and envied. Above all let golden youth have its glorious fling! Knowing the needs of her children, the Church has provided them bountifully with liturgical feasts in which they may rejoice together in the glory and goodness of God. In Catholic countries whole populations take active part in these celebrations, benefiting by the spiritual as well as physical refreshment. Besides these, the Church also grants that, at certain stages of our work, to mark a milestone or to acknowledge a special favor or blessing from God, it is fitting that we get together with our friends and rejoice with music, dancing, laughter, and communal thanksgiving.

In a few homes in this country an attempt is being made to revive the celebration of liturgical feasts. However, if this practice is not encouraged in our Catholic schools, the children from such homes will feel that their parents are "queer."

Apply Christian Safeguards

Our children have been educated by the magazines in their parents' living room, and by the radio, television, movies, and parties they enjoy with their parents. Their parents and teachers have, consciously or unconsciously, taught them to look up to the "solid citizens"—the rich, successful, influential people who have made a place for themselves in the world, dragging with them only the name of their Catholic faith. As a result we cannot expect school dances or parties to be Catholic until we make home and school life Catholic. The home and school must teach children that to know, love, and serve God

includes their working, playing, and daily living as well as formal worship.

Those who are resolved to set a Christian example in dress and behavior and to combat the modern spirit of extravagance will welcome the words of St. Francis de Sales written a long time ago:

"It is a kind of contempt of those with whom we converse, to frequent their company in uncomely apparel, but at the same time, avoid all affectation, vanity, curiosity, or levity in your dress. Everyone strives who shall carry the most vanity to the ball; and vanity is so congenial, as well to evil affections, as to dangerous familiarities, that both are easily engendered by dancing. Your dancing should be conducted with modesty, gravity, and a good intention. Do not put yourself in danger of contracting an inordinate affection for it. Keep yourself always, as much as possible, on the side of plainness and modesty, which, without doubt, is the greatest ornament of beauty, and the best excuse for the want of it. I would have devout people, whether men or women, the best dressed of the company, but the least pompous and affected; I would have them adorned with gracefulness, decency, and dignity."²

Planning the Prom

Meeting of the Parents

Early in the year let the moderator arrange a meeting with the parents of seniors planning to attend the prom. The object of the meeting is to discuss the plan for substituting the informal prom for the formal type, and secondly the primary responsibility of the parents and the position of the school relative to the prom.

The moderator and parents should endeavor to reach agreement on the precautionary regulations and the conditions upon which authorization by the school for sponsoring the prom will depend. Authorization by the parents for the youngsters to attend should depend on their promise to obey the regulations set down and which the parents are requested to enforce sincerely.

The students planning to attend the prom are told that their parents are expected to

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¹*The Moral Catastrophy of Secularism*, The Paulist Press, p. 24.

²*Introduction to a Devout Life* (New York, N. Y.: Frederick Pustet & Co.), pp. 220-221.

attend the meeting to co-operate in planning the affair before school authorization is finally given.

In addition to the students reminding their parents, a cordial letter soliciting the parents' co-operation and attendance at the meeting before authorizing the prom should result in a healthy response.

Following the informal talk in which the moderator explains the purpose of the meeting and holds discussion with the parents, a specific set of regulations should be agreed upon. Parents unable to attend should receive a copy of the regulations and be requested to signify their approval and co-operation by affixing their signatures and returning the letter to the school if they wish their youngsters to be permitted to attend this school activity.

Agenda for Meeting

1. Parental and school responsibility to protect youngsters from hazards to which the formal type of prom exposes them. The substitution of the private graduating class informal dance should suffice, since the purpose of the formal prom no longer exists. This type may have been in order when the school conducted and the students attended only one dance during the school year. Students attend so many dances these days that the formal prom now becomes superfluous. The former plea for a "coming out" party is no longer valid.

2. Finance: Expenses which have pyramided over the years can be cut to a reasonable minimum by the elimination of many nonessentials. It must be kept in mind that morally we may permit a youngster to spend on one night's recreation only what can reasonably be authorized and afforded by the parents in line with the reasonable allowance commensurate with the age of the youngster. In fairness, to all, parents must point out to an extravagant youngster that they cannot permit whatever the youngster demands as being necessary to finance the customary all-night Mardi gras.

3. Returning the dance to the school auditorium or gymnasium where school activities belong will eliminate a big item of expense. This likewise permits the school to control the date rather than the hotel authorities. The vigils of holydays and evenings of holydays are hardly appropriate nights for school dances.

Secondly, our children are out of place in the adult and expensive atmosphere of the modern hotel. The problem of minors visiting the bar is likewise eliminated.

4. Dress and transportation: Being unaccustomed to a tuxedo, boys will readily admit they can enjoy as pleasant an evening in their Sunday best as they can when pre-

maturely decked out in adult formal attire. For the girls a party dress will suffice in place of the scant evening gown, expensive dancing slippers, wrap, and corsage, all of which makes it difficult to maneuver when using the ordinary transportation facilities. This avoids the necessity of a taxi or the demand of the youngster for the family car, saving the parents from lying awake at night worrying about accidents and insurance coverage.

5. A sane time schedule: Discontinue permitting high school students to gear their activities to adult hours. Starting the dance at nine o'clock probably resulted from the necessity of all the preparations associated with the formal prom and consequently the affair ran into the early hours of the morning. Is it not a kind of madness to permit students to exchange the day for the night? Again this disables the youngsters from discharging their duty to God on the following morning. To tolerate the youngster's sleeping away most of the following day is encouraging him to be slothful. Students arrive at basketball games, movies, etc., at seven-thirty and should be routinely to maintain the same reasonable hour for their dances.

Dancing from 7:30 to 10:00 provides two and a half hours and at least two hours for the usual latecomers. Scheduling the affair earlier in the year would eliminate the problem of hot weather. In fairness to the students, care should be taken not to plan the affair near examination time.

6. Refreshments and entertainment: Committees of parents and students could arrange

to provide refreshments, buffet supper, etc., while a program of wholesome entertainment gets under way. The music or dramatic department could provide entertainment with talent provided from the student body and the parents. Providing an hour for this portion of the program would bring the schedule up to approximately 11 o'clock, completing a full evening's recreation of four and a half hours. Prolonging the affair beyond this would be in excess of Christian moderation and likewise show a lack of concern for the health of growing children.

7. Curfew: If the boys promptly escort their partners home safely, it is reasonable to demand that they be in their homes by midnight, so the working members of the family and the parents can get the peaceful night's sleep to which they are entitled, without worrying about the young ones prowling about the mad city or disturbing some other household in the wee hours of the morning. The co-operation of the youngsters in this regard would be their way of showing gratitude to their parents and the school authorities for the privilege of enjoying a pleasant evening. They must be taught that with every right or privilege comes a corresponding duty. Parents who fail to be firm in this regard would be encouraging their children to be selfish, overindulgent, and thoughtless of others in addition to permitting them to fall into occasions of sin. Youngsters should realize also that their actions reflect on the reputation of their school.

8. Abuses: After-prom drinking parties in hired hotel rooms, night clubbing, speed contests between "open house" calls, mountain climbing, early morning swimming and boating, a planned all-night Mardi gras, breakfast parties, etc. Certainly if parents and school authorities cannot prevent this nonsense or choose to close their eyes to the dangers, they are morally guilty of sponsoring an affair fraught with occasions of sin if not serious sin.

9. Co-operation of students: A reasonable appeal by the moderator with emphasis on the Christian philosophy of recreation will generally solicit their good will. The co-operation of their religion teachers could be solicited. This would be a salutary time to review the teachings of St. Francis de Sales, on dancing, recreations, proper dress, modesty, chastity, love, dangerous pastimes, obedience, etc.³ Emphasis should be placed on cultivating the cardinal virtue of temperance. In general, the low spiritual aim of merely stressing the avoidance of mortal sin should be carefully avoided. The cultivation of virtue and duty of the Christian to strive for perfection should constantly be emphasized by parents and teachers.

MY SISTER

A little angel sent from God,
But sweeter than any other,
She's the pleasure and joy of my life,
And a gift to any mother.

Her eyes are bluer than the skies,
Her hair resembles the sun,
And I would not trade her for the world,
Nor a king's palace, nor anyone.

She has hands that resemble little
angels' wings,
That flutter around all day,
And before she goes to sleep at night,
She folds her hands to pray.

She's a little messenger from God
To try to change this earth,
And with her smile, she'll soon succeed,
For she changes sadness into mirth.

— Patricia Kline*

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³Introduction to a Devout Life, by St. Francis de Sales.

Reading Disabilities: Their Causes and Cures

*Mrs. Vernon Johnson**

TO RECOGNIZE the disabilities of reading is easy enough; but to find their causes is not so simple. Let us list some of the many disabilities that one finds in the primary department of most of our elementary schools, lay them on the table, figuratively, and see if we can diagnose their causes. Perhaps then we may effect some cures.

Examine this one. Here is a poor reader; observe him. He peers at the page, stumbles over words, and drones along in a halting, unmeaningful way. At times he lifts the book close to his face; next he leans forward, face bent toward his book. The cause? That's an easy one. Poor eyesight. The cure? Glasses, of course.

What about this one? She is a real trial at times. The other pupils are interested, alert, eager to locate the line that contains the "secret." But Judy gazes about inattentively. She reads well when once you get her attention. However, you usually find it necessary to speak her name twice, give her special directions, and keep her looking squarely into your eyes before you get a response. She acts as if she doesn't hear half of what you say—and she doesn't. Judy has defective hearing. The cure? Place Judy near you. Be sure she is close enough to hear all that you say and then see how eagerly she too enters into the lesson discussions. In the meantime have a conference with the parents and insist that Judy gets medical attention before the ear trouble goes beyond repair.

Lack of Reading Readiness

The finding of the causes doesn't seem too hard after all, does it? But wait—these are physical disabilities and are comparatively easy to detect. There are others much more elusive. They are harder to diagnose and the cure is more difficult because so many things are involved in the cause of the disability. Let us take the case of Jimmy Erle. Jimmy has no trouble learning his words. He is a bright child, well mannered, pleasant, and co-operative. He says all the words in his given selection, and that is *all* that he does—just says

the words. There is a baffled look on his face and his voice is singsong. When you ask him what he thinks when he reads about a certain incident, or how he thinks the child in the story would say a certain part, he looks at you in a bewildered sort of way, smiles shyly as though he would like to tell you what you wish to know, but says nothing. You are worried. You just know Jimmy Erle should do better. You know he is intelligent. There is a certain twinkle in his eye, a certain friendliness in his smile that radiates intelligence. What then is the trouble?

After much checking and rechecking to make sure that he really is up on his vocabulary and other techniques of reading, you suddenly recall, "we get from our reading what we take to our reading." You have spotted the cause. Jimmy Erle takes nothing to his reading. How can a little boy, who lives in a three-room "shotgun" house, plays in a yard that never saw a sprig of grass, much less a flower, who never walked in a garden, never saw a gate, take anything to a reading lesson that tells about Alice walking in the flower garden and seeing on the garden gate a bird that says, "tweet, tweet" then flies away? Now that we have discovered the cause how are we to effect a cure?

You may not be able to take Jimmy into the schoolyard and show him a flower garden with a fence, a gate, and a bird. This would be the solution if these things were there. But one may count on Jimmy's native intelligence and begin to improvise. Through pictures and talk you build concepts of the desired objects. Then you say, "Let's play Alice in the garden." You may stand chairs around for the fence. Place children at intervals with pictures of flowers (some may be their own creative art or cut from magazines). A large chair may be the gate and a small child sitting in this chair is the bird. A child walks through the improvised garden, goes on to the gate, speaks the lines to the bird. The bird says "tweet, tweet," jumps from the chair and runs away. Jimmy's face shines and his smile gives way to a grin. After the fun of dramatizing is over ask Jimmy if he would like to read about Alice in the garden. A lump comes into your throat at

what he puts into his reading. He has something to take to it.

Sandra Needs Guidance

Now let us take a look at Sandra. If you merely *look* at her you may decide that she is truly a problem child. She is restless, wanders about the room; one wears herself down trying to keep her quiet. Tell her to read her story, she immediately replies she has done so. Request then that she do her combinations; she tells you she has done that too. Then suggest that she write her spelling words; her answer is again that she has done that also. The weary teacher then asks her to sit still, please. Sandra is a nice child and obedient—but does she sit still? She sits down for as long as a minute, perhaps, then she is on her knees in the chair, her feet hanging over the back and her body sprawled halfway across the table. She is watching the child at the opposite end do her combinations.

Now what is the cause of this inability to keep quiet? Has she really read her lesson? Oh, yes, she has read it in about one third of the time it takes the other members of the class to read the same selection. She doesn't want to read it again nor does she need to do so. Ask her questions about the facts of the story; she answers them correctly. Ask her thought questions and she startles you with her clearness of thought. Ask her for incidents in sequence; she readily relates them accurately. What about her number work? She can add or subtract as fast as she can write them. Her spelling? She seems to possess natural ability for sound and can spell equally well orally or in writing. She has the mind of a genius in her child body. Her intellect is like a powerful motor in a body too small to stand its speed. It keeps her on the move. Eager, inquiring, straining forward, forever driving her on.

Enrich her program. Find new reading material, let her work larger sums, spell more difficult words, broaden her range of learning. Surely that isn't too great a task for her teacher you say. No, it isn't. But there are complications to watch. Sandra needs help and guidance. Let us examine the work she hands in. That eager, brilliant

*A teacher who was pursuing professional studies in the educational department of Brescia College, Owensboro, Ky. She was killed in an automobile accident before school opened in the fall of 1952.

mind pushes the child too hard. The written work is not too well prepared. Her mind works so fast her hands can't keep up; therefore she dashes her numbers down in an untidy manner. She writes her sentences so rapidly that she ignores her rules for letter formation. It is too tedious for Sandra to hold on to herself and do work neatly. That, however, is part of learning, and must be insisted upon firmly but kindly. Sandra must be led to hand in work in keeping with the keenness of her mental ability. It takes patience and tact on the part of the teacher, and equal patience and perseverance on the part of Sandra. She must be encouraged to take personal pride in the way her work looks. When we have aroused this feeling of pride in her work her cure is well on the way.

We haven't finished yet with brilliant little Sandra. Let us listen to her oral reading. My! what is this? Can it be possible that one who "knows all the answers" to a reading lesson is reading orally in this faltering way? She leaves out words, pauses midway in sentences as if she has lost the place, fades away until you want to shake her and you are ready to shout at her. But wait—observe her. It is that ever eager mind playing tricks again. As she reads she suddenly decides to glance up at the picture to see just how it portrays what the sentences are telling. In her glance away from her lines she misses a word. She reads on and takes a longer look at the picture, hence the pause midway in the sentence. As she continues her reading her mind anticipates what is going to happen so she darts down the page to read ahead, thus fading away. Instead of scolding, now that we know what is happening, we become interested. Sandra needs help again. One

so capable of becoming a good reader must not spoil that great talent. Again you must arouse in Sandra a pride in her work. Ask her to read to you and pretend that you do not know the story. You want her to make you feel, hear, and see what the words tell. Or, she is to be the various characters in the story and is to say what they say in the exact way she thinks they would say it. These and other means that the selections themselves suggest will give Sandra a purpose in reading that satisfies that force within her and she develops into a splendid oral reader. The brilliant child needs help, and it challenges the teacher to meet her needs; but what a joy one finds in meeting such a challenge.

A Real Problem

As in the medical profession the teaching profession occasionally meets with cases that are baffling; we are unable to diagnose and therefore can offer no cures. Let us study the case of Jesse, the little boy who on the first day of school pulled his chair as near the teacher's desk as possible and sat there every day for a month or six weeks refusing to take part in anything. He never spoke unless one spoke to him. The teacher led him to the rest room, the lunchroom, and outside at the recess periods. He frequently went to sleep. It was easy to see that Jesse was sick; probably from undernourishment. A conference with his mother put him on the regular lunch list at school and cod-liver oil with one half pint of milk at recess. In time Jesse voluntarily carried his chair to a table where the other children sat and went with the group to the circle for recitation, to the rest room, to the lunchroom, and outside at recess. But Jesse wasn't cured

and still isn't. What is his trouble? We know what he does or doesn't do but we cannot find out why. He cannot recognize words and writes from right to left and upside down. He makes his numbers the same way. He seems to see upside down and in reverse. Have you ever tried making letters or numbers upside down and in reverse? It isn't easy. Yet it is easy for Jesse. They are neatly made and he makes them with his paper in the proper position. Another conference with his mother revealed the fact that about a year before Jesse started to school he was struck by a car and thrown twenty feet or more. His head hit the hard surface of a road and he was rendered unconscious for more than two hours. The hospital returned him to his home after the assurance there were no bones broken and the incident was closed. Can the trouble be a brain injury? Or is Jesse a strephosymbolia—a case of "jumbled symbols"? Whatever the cause Jesse is suffering a great handicap.

After nine months in school he still is unable to recognize words. He enjoys a story and will contribute a remark now and then in regard to a picture. He can count to ten and shows signs of having some meaningful concrete concepts of numbers. He plays with blocks and clay and takes part in games on the playground. That is as far as he has progressed in one school year. We shall continue to observe him and render help in any way we can. We wonder what another year will bring in his learning ability.

May every teacher in every school be on the alert for disabilities; their causes and their cures. May there be someone ever ready to lend a helping hand to all the Jimmies, the Sandras, and the Jesses.



Display for American Education Week arranged in a store window by pupils of Our Savior School, Jacksonville, Ill. Sisters of Saint Dominic are in charge of the school. Photo by Bill Wade, of Jacksonville.

Definitions and Educational Terminology

PESTALOZZIANISM

Pestalozzianism is a theory and plan of education worked out at Stanz, Burgdorf, and Yverdon, by John Herman Pestalozzi, 1746-1827.

Pestalozzi, impressed by the social conditions of the time based on his faith in the great regenerative power of education in the life of the individual and in the broader social life, set about to demonstrate its value. The method he used was based on a belief in the natural and orderly development of the powers and capacities of the child. The development was to be a natural, symmetrical, and harmonious development of all the faculties, calling for the training of head and heart and hand. It was to avoid "the chattering of mere words" for more realistic studies based on observation, experimentation, and reasoning. Object lessons, so popular in the American elementary school during the nineteenth century, owe much to Pestalozzi.

Pestalozzi says that he fixed "the highest supreme principle of instruction in the recognition of sense impression as the absolute foundation of all knowledge." The ideal spirit of the classroom was the spirit of the home. To the comment of a parent of one of his pupils who said "this is not a school but a family," Pestalozzi said this was the highest praise that could be given him. He wanted to show that there should not be any gulf between home and school. Pestalozzi's spirit was deeply religious, though not in any formal Christian sense.

With his passion for improving the condition of the poor people and his various educational experiences, he wanted to psychologize education, and his efforts, though influential but not too definitely formulated, are the basis of his being called "the father of modern pedagogy" and "the initiator of the modern psychological movement in education." Elementary education was to regenerate the lower classes. Following nature, continuing experimentation would evolve a sound and better method.

In Herbert Spencer's formulation of Pestalozzianism, his summary includes the maxims that were very influential in manuals of method: from the simple to the complex, from the concrete to the abstract, and from the empirical to the rational.

The social aspect of Pestalozzi's teaching is given in his story of *Leonard and Gertrude*, and the more strictly educational side, particularly of his method, is given in *How Gertrude Teaches Her Children*.

In Monroe's *Pestalozzian Movement in the United States*, the story of Pestalozzi's influence in the United States is told. A comprehensive statement on Pestalozzi is made in Parker's *The History of Modern Elementary*

Many teachers are bewildered by the confusion of terms used in educational literature. This monthly page is an effort toward precision in defining terms as well as a record of some of the various meanings of certain terms. We welcome questions and suggestions regarding any of these definitions.

Education, pp. 273-374. The most recent study is a Catholic University dissertation on *Pestalozzi and the Pestalozzian Theory of Education* by Sister Mary Romana Walch (1952).

HUMANISM

Historically it is the spirit, ideal, and doctrine of the humanists, the scholars of the renaissance who turned again to the study of the classical literature and culture of the ancient world as their guide. A system of thought, belief, or action which centers about the human or mundane to the exclusion of the divine. The distinction is often made between humanism, the study of man as a human being, as distinct from naturalism, the study of the human being as animal on the one hand and the study of man as the child of God on the other hand (supernatural).

The basic conception of contemporary humanism is the philosophy of the autonomous self-sufficient man. Humanism is often modified by an adjective which gives it a variety of meanings which often can be determined only by the context. Louis A. C. Mercier, for example in his book on *American Humanism and the New Age*, discusses the following varieties: classical humanism, humanitarian humanism, supernaturalized humanism, theistic humanism, theistic integral humanism, and humanitarian naturalism.

Any genuine humanism must take into account separately and integrally man's four realms of being; as a physical organism, as a member of a community, as an intellectual being, and as a spiritual being.

Any educational theory or system must place man at its center, as the principal agent of the process, and a quality of human life as its end. In this sense, all education is humanistic, but the student should be continually on his guard against the use of this adjective or the corresponding noun, humanism, in order not to be committed thereby, without other consideration, to a specific view of man's nature and destiny.

GIFTED CHILDREN

Gifted children are children with above-normal achievement associated with a high level of general intelligence (I.Q. 120-200).

as measured by traditional tests, or with special abilities of a high order without necessarily having a high intelligence quota, for example, in music, art, science, language, mechanics, etc.

It should be the function of society, more particularly of the school, to locate such children and give them the special opportunities to develop their talent or genius. The great waste of education is the waste of human capacity. As contemporary education becomes more and more a mass education, the waste is likely to be greater. The educational approach to a child may be via his special abilities rather than through his general intelligence.

CHANCELLOR

1. The head of a university, for example, Syracuse or Chicago, corresponding to the president.

2. The chief administrative officer for a group of constituent institutions of higher education grouped under a board, for example, the chancellor of the University of Montana.

3. The secretary, custodian of records, and chief administrator officer of a bishop. At the time of the founding of the University of Paris the chancellor granted the licenses to teach, and thus became a problem of university administration.

4. An honorary title of bishops or archbishops in relation to the Catholic institution of higher education, particularly for women, in their diocese or archdiocese, ordinarily without formal definition.

5. In the Constitution of the Society of Jesus, the chancellor is a man well versed in letters, who is the general instrument of the rector, carrying out in good spirit and judgment whatever is committed to him, and, more particularly, he is concerned with the organization of studies, the disputations, the acts, and degrees.

COEDUCATION

In a strict sense coeducation is the education of men and women (boys and girls) in the same classroom following the identical curriculum and having the same instruction. The instruction of boys and girls in the same building in separate classes, even if curriculum and instruction were the same, is not included ordinarily in the term coeducation.

INSTRUMENTALISM

The doctrine which holds that ideas are instruments of action and that their usefulness determines their truth.

The CATHOLIC SCHOOL JOURNAL

Editor

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POPE PIUS XII MEMORIAL LIBRARY

The Pope Pius XII Memorial Library will be built at St. Louis University. It will house microfilm reproductions of the Vatican's priceless manuscripts. The Pope has graciously accepted the designation of the library in his honor, and has given the necessary permissions. The process of microfilming the rare and ancient documents has been progressing under the financial sponsorship of the Knights of Columbus.

All who have been connected with the proposal for the new five million dollar library deserve congratulations: Archbishop Joseph E. Ritter; the Father General of the Jesuits, John B. Janssens; the Father Rector of St. Louis University, Paul Reinert; the Knights of Columbus, and last, perhaps not least, George W. Strake of Houston, who, as chairman of the Pope Pius XII Memorial Library Committee, will raise the money.

The project is a particularly happy one, and we trust indicates a new and significant interest in scholarship. Much has been said about the "building and mortar" stage of Catholic education, and the increasing numbers of Catholics seeking higher education emphasizes even more

the physical plant aspects of our institutions of higher learning, but the greatness of an educational system or the character of its intellectual service to mankind will depend on the quality of its work, the quality of its faculty, and the quality of its resources. Catholic higher education is not producing the number of scholars and works of scholarship proportioned to its size and its facilities. There is need in Catholic education for a greater emphasis on scholarship in its higher reaches. The intellectual life of the scholar must continue after he begins teaching.

The Pope Pius XII Memorial Library will make readily available to potential and actual scholars resources of that great storehouse of scholarly materials, the Vatican. May the educational system, not only at St. Louis University but in every Catholic college and university in the country, find in the new library a great stimulator to scholarly training and scholarly production. And we are sure that scholars in every university of the country and those not associated with any will be welcomed to the new library, and will certainly find their way there as the new materials available are announced.

May a great enterprise find the fulfillment of its hope for "the glory of God and the improvement of man's estate."—*E. A. F.*

ADMINISTRATIVE OFFICERS OF CATHOLIC INSTITUTIONS

No. 5. The Academic College Dean

The problem of selecting a dean in a Catholic college is different from the problem of selecting the president of the university or college because the administrative duties of a head of a community is in no way combined with it. The dean is an administrative officer under the direction of the president. He should be selected by the president with the advice of the consultors and should be approved by the provincial ordinarily as a matter of routine.

Duties of a Dean

The nature of the duties of the dean indicates the qualifications that he should possess. The dean, as the principal executive officer of the president and of the educational policies of the institution, will have the following duties:

1. The immediate supervision of the educational activities of the college including curriculum, courses, and methods of instruction, involving visitation of classes.
2. Chief adviser to the president in all

matters relating to the educational policies of the college.

3. Suggesting, formulating, and presenting educational policies growing out of the experience of the college or of the literature of the subject to both the faculty and to the president for consideration.

4. In co-operation with the librarian, keeping the faculty informed on current educational literature and practices.

5. The preparation of the budget recommendations made in co-operation with the heads of departments for transmission to the president.

6. Making an annual and special reports on the work of the college.

7. The over-all supervision of the educational and social activities of the students including discipline.

8. Nominating, in co-operation with the departments concerned, members of the teaching staff.

9. Keeping administrative committees working.

10. Supervision of instruction — the most important of the dean's functions.

Qualifications of a Dean

If such are the duties which the dean is expected to perform, then he should have the following qualifications:

1. Good health, a wholesome personality, capacity for considerable work, and an interest in administration as opportunity.

2. An intimate knowledge of general educational theory as it has developed both in Catholic education and public education.

3. A specific knowledge of college administration and the special adjustments necessary in the administration of colleges by religious communities.

4. Knowledge not only of the facts but a philosophical interpretation of the history of college and university education in general and more particularly in the United States.

5. Several years' experience in teaching in colleges and, if possible, in secondary schools.

6. A personality capable of inspiring co-operation in other members of the faculty on the basis of the purpose of the college and the principles of educational administration involved; a personality welcoming and accepting criticism as an opportunity for clarifying issues and for college improvement; a personality sensitive to the problems of youth.

7. A person understanding especially the public relations of an educational institution with the parents, and capable of

utilizing the wide resources of the institution for the guidance of students in co-operation with parents.

8. The capacity for humanized administration.

9. He should preferably be a Ph.D. in some academic field or education, and should not have died, in a scholarly sense, with his doctor's dissertation.

10. The capacity for humanized supervision, entering into the student's problems, insight into teachers' methods as they affect the student's knowing, feeling, and willing, and ability to inspire and stimulate especially young teachers.

An Educational Expert

The ideal situation in an educational institution exists when both the president and the dean are primarily interested in education based on a sufficiently broad teaching experience, and are capable administrators and supervisors. It is indispensable that the dean be such a person. If the president is also, he has the moral support of the dean and a constant sense of security. If the president can visit a class to evaluate and interpret teaching, he can serve as a safety valve and a helpful guide for the dean.

However, the president should be free for that long-term planning which ought to go on in all institutions. Hence, we repeat, the qualification of an educational expert is more imperative for the dean than for the president—particularly in religious communities where the president will, according to canon law, be changed every six years, and may be changed in three years. There is need for a continuity of educational policy—though, of course, this may degenerate into a deadening routine. — *E. A. F.*

STATE UNIFORMITY OF TEXTBOOKS

Half of the states have made state-wide textbook adoptions. In five of the states the adoption is for elementary schools only; for the remainder the list includes both elementary and high school grades. But state adoption does not necessarily mean uniformity. In six of the states only one book is recommended in each subject. In three of the states two books are recommended. Other states recommend three and four books, and five books seems to be the tendency toward which they are moving. Four states recommend five books in each subject. Two of the states may recommend from one to five books in a subject and another state, Arkansas, recommends five to

ten books per subject. These variations in the number of books recommended is a clear indication that the principle of state adoption does not necessarily imply state uniformity and that there should be some choice for the local school systems. In a few states county uniformity is required; in one state it is optional. In almost twenty states the choice of textbooks is a matter of local option.

Whatever may have been the facts in the past, the existence of a professional body of school administrators and school teachers makes local choice more desirable and secure. The tendency to establish not only a professional person on the staff of the superintendent but to get the co-operation of local communities of teachers is a protection against unwise selection and adoption.

A system which had been in effect in one of the dioceses is a very dubious method of adoption and selection. This diocese's books were adopted by the votes of the communities teaching in the diocese. Each community had as many votes as they had teachers in the diocese.

It may be even desirable where there are city-wide adoptions of textbooks that in certain areas, for example those with foreign populations, to make some adaptation to the specific needs of such communities within the framework of the general policies. — *E. A. F.*

PRACTICE TEACHING IN PUBLIC SCHOOLS

Too often we are ready to accuse state departments of education of prejudice against Catholic schools, particularly when they do not permit our students to do their practice teaching in Catholic schools. An assistant state superintendent in one of the states gave an explanation of it that perhaps we have not thought of and certainly have not invoked. This superintendent says that many of the students in Catholic schools are the product of Catholic education through the elementary and high schools as well as during their college days. They have little, if any, conception of what a public school is like in its actual operation. They are someday going to apply for a license to teach in public schools, and it seemed advisable that the students in Catholic schools should be required to have their practice teaching in public schools in order to acquaint them with the situation and realize how different the situation is.

The heterogeneity of the public school offers many problems that the homogeneity of the Catholic school does not raise,

though children are children in Catholic schools as well as in public schools and methods of instruction must necessarily follow the same principles. And they all are aiming at something called "education" without an adjective.

A further side light on such a policy was the statement that for the public institutions practice teaching is permitted in the Catholic schools because the students are already acquainted with the public school situation. This is particularly true in the fields of music and art, and on principle, apparently, it would be equally applicable to the academic subjects. At any rate, this is an intelligible position and explains some policies that some Catholic educators have been too ready to condemn as prejudiced.

Such a requirement that the students from Catholic colleges must secure their practice teaching in public schools is, of course, dependent on the willing co-operation of the public schools. I can say for the relations of the Milwaukee public schools and Mount Mary College, as an illustration, that everyone in the school system—superintendent, principals, and teachers—has been finely co-operative; that the students report a high dedication of the teachers to their work and a highly professional spirit of helpfulness; and the teachers report they find pleasure in working with such disciplined and trained young women. — *E. A. F.*

A CLEAN BASEMENT

Some parish schools have badly littered basement boiler and storage rooms. In a school with which the editor is familiar, it took a new janitor an entire day to clean up the trash which had accumulated in the boiler room. The storage space in the basement of the same building was equally messy.

It is a serious mistake for parish school authorities to permit the accumulation of old desks, tables, and other articles which have been found of no further use in the schoolroom. Such articles as are usable should be disposed of, even if only to recover the scrap metal. The janitor should be required to keep his boiler room and the storage room in absolutely orderly condition. Most school authorities do not seem to realize that a disorderly storage room is a fire hazard for which the school must pay in increased insurance premiums. A messy school basement gives a bad example to the children who should be taught neatness and orderliness as well as reading. — *W. C. B.*

The Troubles of Science Teachers

*Brother Nicholas Reitz, S.M.**

The title of this paper is the result of a friendly discussion which I had several years ago with a fellow faculty member. His teaching fields were Latin and history and even though he had dug deep into the grave of a dead language and studied ancient cultures he was in no way covered with the dust of listlessness but was an excellent teacher both as to interesting methods of presentation and the results which his students scored in competitive examinations. The discussion centered around our two particular teaching assignments and could be stated briefly: Which was easier to teach, Latin or science? The present paper does not permit an enumeration of the friendly pros and cons but one statement of my confrere still rings in my ears: "You science teachers have no troubles. All you have to do to arouse interest is work a few experiments."

The account that follows will serve to recall for veteran professors of science memories of their labors in this field of teaching. Undoubtedly they could increase the value of the various points with more interesting "stories" of their own experiences. As for the younger pedagogues of science I hope that they will accept the incidents in the spirit of "forewarned is forearmed" resolving to give to the teaching of science all the ingenuity of their youthful minds and all the enthusiasm of teachers interested in the scientific training of the coming generations.

The various branches of science taught in our high schools will very easily suggest the division and development of this topic: We Too Have Our Troubles.

In General Science

The study of general science and the acquisition of a broad knowledge of the entire field of science brings with it a number of "troubles" for a teacher of science as he endeavors to interest his students in their surroundings or in the development of a well-rounded background of scientific information.

1. What Is Demanded of the Teacher of General Science?

There is no need to mention the requirements of the various accrediting agencies for the teaching of general science in secondary schools. A cursory glance at a general science textbook, whether designated as visualized general science, our surroundings, doorways to science, or any of a thousand-and-one other titles, will clearly show that the teacher must have a knowledge of chemistry, physics, biology, botany, zoology, physiology, bacteriology, astronomy, physical geography, and geology. A formidable list! Even teachers who have specialized in the physical and natural sciences hesitate at this lengthy array of what one textbook mentions as "some of the more important branches of science." A teacher of general science has "trouble" in the very material of his course. He practically must be a biologist, a chemist, a physicist, etc., if he is to awaken scientific interest in the young student. Usually this subject is part of the freshman program of studies. Those who have taught general science will recall the inquisitiveness of the ninth grader and the infinite variety of questions which he can shower upon the teacher. The mysteries of things scientific captivate him. Experiments attract him. He quickly idolizes the teacher and this very idolatry is a source of anxiety to the teacher who fears that further questionings may shatter the lofty belief that "our teacher is a walking encyclopedia."

The general science syllabus of the diocese brings "trouble" in some schools since it obliges the teacher to develop all the divisions demanded rather than stress topics with which the teacher is much more familiar. A chemistry minded general science professor discovers that his own particular field is only one section of an elaborate program. Ten chapters of material to be covered in the semester may include only two on chemistry. After struggling through astronomy and physical geography he finds himself enjoying a chapter on matter only to stray into biology before coming upon air.

2. Who Are Designated to Teach General Science?

The apportionment of science courses among the various professors is likewise another source of "trouble." Common procedure calls for the veterans on the staff to handle the "higher" science fields, namely, physics and chemistry. General science with its lowly ninth-grade position is entrusted to the neophyte on the faculty. We seem to have a pedagogical principle that states that young teachers will develop into competent instructors much faster if allowed to follow the age development of their pupils. There is no doubt that a beginning teacher will pick up valuable experience in this fashion. Quite a number of science teachers in this audience probably received the benefit of this wise principle. However, in the case of a young general science teacher who has just completed his college education majoring in physics or chemistry and possibly practice teaching in one of these subjects, there is a definite need for adjustment. All young teachers must make an adjustment between theory and practice but the general science instructor must de-emphasize his own particular teaching fields. He must see to it that all science topics are given their proper development. Personal interests of the teacher will serve as a source of "trouble."

3. What Facilities for Teaching General Science?

How many of our schools have separate general science lecture rooms? In the majority of the institutions an ordinary classroom is designated for that purpose. The teacher's desk is used for demonstrations and experiments with a thick covering of newspapers serving as a protective measure. What about plumbing facilities, gas, and electricity? The water supply is a beaker or flask previously filled and transported to the classroom. A desk drawer filled with a variety of torn towels, shirts, etc., is an emergency procedure. Individual inventiveness on the part of general science teachers can make up for this lack of lecture facilities but the "trouble" cannot be entirely eliminated.

The greater number of general science instructors have an insurmountable obstacle—another "trouble"—when it comes to obtaining chemicals and apparatus. Professors of biology, chemistry, and physics utterly devoted to their respective sciences and with an eye on their own meager fee allotments practically demand an affidavit containing the clause "immediate return" before they will allow equipment to be withdrawn from their

*11250 Tower St., Philadelphia 27, Pa.

departments. Their stand in this matter is justifiable although the general science teachers find it difficult to understand.

In the interest of science students frequently contribute their own equipment and chemicals to aid the cause. Midget-size test tubes, $\frac{1}{2}$ oz. bottles of potassium chlorate, potted plants, steam engines, airplanes, etc., receive proper scientific attention and then undergo a general manhandling from the other students when the science teacher has to travel to his next course. This is not mentioned in order to suggest stoppage of student participation; on the contrary it is wise to have student contributions to the course. However, "troubles" increase when the storage facilities are small or practically nonexistent. Even the most interested student loses heart when a prized airplane is returned to him minus a wing or carrying scars it could never have received except in actual battle. The general science teacher frequently meets disappointment when eager students overemphasize the greatness of their apparatus. A Donald Duck feature presented to the class by a student operator on his own movie projector may prove very exasperating especially when one lens has been replaced with the magnifying power of the bottom of a milk bottle.

Each individual science teacher will discover more "troubles" in his own sphere of action. Competent teachers will take them in stride for these "troubles" disturb but do not stop. We mentioned them to show that as general science teachers we too have our troubles . . . be a trouble shooter.

In Biology

This important study of life and its intimate relationship with the Author of Life should be part of the program of studies in all of our high schools. Our larger schools do offer biology. They likewise have the facilities—lecture rooms, laboratories, and supply rooms. In the smaller institutions a combined lecture-laboratory room proves a source of "trouble" since the teacher must take the proper means to protect the surface of all the student desks. Eternal vigilance on the part of the teacher still fails as is evidenced by chemical disfigurations, razor blade ornamentations, and the like on what were once highly varnished student desks. Such "troubles" partly disappear when separate lecture and laboratory rooms are included in the building plans.

Proper equipment is a *must* in the teaching of biology and this includes proper student equipment. Double-edge razor blades are ideal for shaving but somewhat dangerous as dissecting tools in the hands of students.

A common complaint, and one which the biology professor combats heroically, is the

multifarious odors that pervade the vicinity of the biology laboratory. The biologist has what would be designated by the highest authorities in his field as clean and healthy animal cages . . . yet the complaint persists. Presenting a gas mask to the principal complainant was not proper diplomacy but it did indicate to what extent a biology teacher would go to save his "pets."

At times the biology teacher meets the remark from students, "We had that experiment already last year." Knowing that repetition is the mother of learning the patient biologist does the experiment again fully aware that "we had that experiment already last year" is no guarantee that the material has been absorbed by the students.

In general, biology escapes the pressure of too many requests from an eager general science teacher, but petitions for materials, specimens, etc., do come. All for science is not only a worth-while motto but it frequently serves as the basis for an amicable agreement.

In Chemistry and Physics

These two sciences of the high school program of studies escape many "troubles" because of their important positions. The majority of our schools have separate lecture rooms and laboratories. However, in a few schools a single lecture room and a single laboratory—often too small for the number of students registered for the courses—serve both chemistry and physics. This necessitates offering these subjects in alternate years. Minor "troubles" develop when the same teacher handles both sciences, for in this age of specialization teachers are trained for specific teaching fields. Once a chemist always a chemist is true and a chemistry minded professor finds it difficult to make the change

demanding by the schedule of developing physicists. Physics teachers discover the same predicament when they take over the chemistry class. Equipment in such a setup must do double duty. The year interval between chemistry or physics courses does not aid the memory as to specific needs for the separate fields.

Another "trouble" is the position of the chemistry department. In several of our schools the laboratories are so situated that various odors can easily penetrate the entire building or even filter into the cafeteria to the utter dismay of all concerned. Scheduling laboratory periods toward the end of the school day is one way of combating such a direful situation. The use of ventilating fans will aid to clear the atmosphere likewise. Proper planning in the erection of a school building will alone eliminate "troubles" of this sort but for a number of teachers this "trouble" will always remain.

The electrical section of the physics department frequently serves as a dispensary for various electrical ills that affect the school. Equipment so generously distributed will find that it must travel a long road before returning safely to the shelves of the home laboratory. Teachers of physics will recall how student experiments in electricity take on the potentialities of an electric chair because of the students' normal procedure of reading the *caution* after working the experiment.

How many incidents of "troubles" could not the chemistry teacher tell! Troubles which develop as a result of using 50 cc. of sulphuric acid instead of the 10 cc. called for in the student experiment or the sudden cry of "Brother, something's happening" just before a blast showers chemicals and glass over the entire laboratory. Eternal vigilance is the price the teacher must pay to save both life and school.

In Conclusion

We have not enumerated all of the "troubles" which befall a science teacher nor do we claim that those mentioned are the most important ones. In the development of this paper we have devoted more space to general science because we felt that that lowly science has more than its share of "troubles." It is our sincere hope that we have shown that in the teaching of science "We Too Have Our Troubles." As scientists we are not discouraged, in fact, we relish the idea of combating these foibles with the various individual abilities that are ours.

Let us keep abreast of the times for science marches on in this age of science. Let us willingly assume the responsibility of giving to our students the riches of the past, the newness of the present, and an intense interest in the future.

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in '53
THAN EVER BEFORE

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IT
WILL
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MORE
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January 2 to 31

Geometry Decorates Our Lunch Room

*Sister Mary Fides, O.P. **

Perhaps some will wonder what possible connection there could be between geometry and the decoration of a lunchroom. On first consideration there would seem to be little or none. It must be confessed that when the idea of having the geometry class decorate the lunchroom first presented itself, it took not a little courage to find this relationship and try to show it to the other members of the faculty and student body.

The origin of the idea was simple. While planning lessons in geometric design, my thoughts kept going back to other lessons in this phase of geometry. Students find the work fascinating and turn out some very attractive projects, but these projects are usually confined to paper work and results are discarded after, at best, a few days' display on a bulletin board. True, the student has gained by his experience, but the tantalizing question kept coming back—one of those vague, persistent questions which will not let one rest until an answer is given: why not have the students plan a project in geometric drawing which would have some lasting results and be a contribution to school or community? Finally this persistent question was answered by another: why not decorate the school lunchroom? It certainly needed decoration.

The class received the proposal with enthusiasm in spite of the explanation that most of the work must be done outside of class hours. A theme was chosen and sketches were made. At a meeting of the entire group, about a week later, the best of these were chosen, suggestions were made for their improvement, and the work was divided. The boys volunteered to do the heavier work of painting ceiling and walls, tables and benches. When this had been accomplished, the girls were ready to start on more detailed work. All symbols and pictures were to be done over the week end so that the rest of the students might experience a pleasant surprise on Monday.

A Simple Color Scheme

The color scheme chosen was rose and green; the theme, school days. We tried to represent all the spiritual, scholastic, and social student activities in our symbols and



The Central Mural

drawings. Realizing that the spiritual is by far the most important phase of school life, we decided to build our decorative scheme around the symbol of Christ, a large Chi Rho superimposed on an eight-pointed star in black and white. The latter is taken from our Dominican coat of arms. Beneath this symbol is a short form of grace before meals and a silhouette of a boy and a girl, hands folded and heads bowed in prayer.

The upper part of the walls was painted rose; the lower part forest green. About five feet from the floor where the two colors meet

is a row of symbols on ellipses of lighter green. These symbols represent the various scholastic activities: subjects studied, Sodality, theatricals, student publications, etc. Above on the rose background are figures representing the lighter side of school life: sports, glee club, socials—and just for fun—a very stupid-looking dunce, complete with pointed cap, on a stool in the corner. A narrow strip of wall space above a folding door was assigned to grade school activities. Here a ball game, slide, and swings are represented. New plastic curtains were decorated with textile colors and designs were painted on the benches.

Shape and Proportion

Now all this brings us right back to the question which introduced this subject: what did geometry have to do with all this? First of all, the class realized from practical experience the extensive use of geometric construction in building interiors. Wall spaces, table tops, and the plastic for our curtains were all found to be rectangular in shape. Deciding how best to fill such spaces with design was our decorating problem. The symbols of our scholastic activities were inscribed on



Some of the murals in the lunchroom at Spalding Academy, Spalding, Nebr. The pictures above represent graduation, football, and glee club, while the dunce sits in a corner above the symbol for mathematics. The shamrock is the title of the school yearbook. Other symbols represent shorthand, family relations, music, typing, geometry, physical education, the Sodality, clothing, geography, and English.

*Spalding Academy, Spalding, Neb.

elliptical backgrounds. Determining the size, position, and number of ellipses required geometric knowledge and its application. Of course, the students had to learn first of all how to construct an ellipse. Geometric designs were used to decorate the curtains and benches; the same design was used for each but it had to be worked out in different proportion in order to fit the allotted spaces. Ratio and proportion was used to enlarge the pictures and to determine their number and position on the walls. First, the pictures were enlarged to typing-paper size by squaring off the paper on which pictures were originally printed and dividing typing paper into a corresponding number of larger squares. This process was repeated; the space to which the picture was to be transferred on the wall was squared off with still larger squares in very light chalk lines. After the paint was dry, chalk lines were easily wiped off. In some cases, for example the picture of the dunce, it was necessary to change the proportion of length to width in order to fit the picture into the available space. This called for real ingenuity and a working knowledge of proportion. Sitting atop a ladder, trying to determine where to paint the tip of the dunce's cap so that his feet would not hang down too far was much more challenging than sitting behind a desk working at a problem which had no real interest for the student. Geometric tools were in constant use during the work, their manipulation motivated by class interest.

Our project completed over the week end,

parents and friends were invited to open house on Monday afternoon. The members of the class divided into groups to act as hosts and hostesses and to serve cookies and coffee. It was generally agreed that this type of practical project was much more advantageous than the more traditional type of paper work.

Pleasing to All

Asked to evaluate their own work, members of the class were enthusiastic. A few of their remarks follow, showing the value which students themselves set on this type of work. "I think this project was worth while because it put geometry to practical use and showed how this subject is valuable in such careers as home decoration. It also put some lively interest into the schoolwork and there isn't one of us who isn't proud of the results." "Maybe our work will encourage geometry classes in the future by making known to them that geometry isn't a subject that you take just to get a credit, but something that will be helpful to you for the rest of your life—something that you have that no other human being can take away from you." "In a project of this kind we can see the benefits we receive from the study of geometry. It is used all the time in everyday life although we may not realize it." "I don't think there could have been a better way to prove to us that geometry is worth while." "All in all I think it was a very useful project plus the fact that it was fun." "As far as the general benefit

gained from redecorating the lunchroom is concerned, we learned to create a color scheme, and to design with figures so that it would not appear crowded. We learned to work together and to share responsibilities along with making more pleasant surroundings for all." "Our class project proved we could work together and produce something worth while."

Learning Co-operation

These last two student comments were especially interesting, since the class had not been remarkable in the past for unity. This project gave us a chance to show that each one had her special abilities and talents and to help the individual students overcome petty jealousies which had so often shown up before this. Students were also heard to remark that they appreciated having their teacher work along with them in such a project because they got to know her better. Such informal relations as this are invaluable for building up rapport between teacher and students.

Let one of the students summarize for us. "I think that it was truly a wonderful experience to decorate our lunchroom. It gave everyone either directly or indirectly a better knowledge of the use of geometry in everyday life. A project of this kind makes all more interested; they forget about their first views of geometry and begin really to work. It is something that we can enjoy for a long time to come and something of which Spalding Academy can be proud."

Around the World With Music

*Sister M. Lenore, O.S.B. **

RADIO ANNOUNCER: Today a special television program will be presented over SMRC (St. Mary's, Richland Center) by the music students. The program promises to be very interesting and entertaining, and we invite you all to listen. Our musical program includes a visit to many nations where you will see people in native costumes. You will also hear music characteristic of those different countries. A few folk dances will be given. Our television setup has made all this possible. We hope you will enjoy it. Before leaving America we take you to New York. Here you will see a group of enthusiastic,

ambitious young Americans. Parents are beaming with joy as their children march across the stage. Here they are:

[Pupils appear on stage and play their piano solos in turn. When they have finished, the radio announcer has something to say about each country before the children appear.]

England

The British Isles—England with its age-old history, its kings, queens, and court musicians, its wandering minstrels and bards.

[Piano solo, "In an English Village" by Paymer.]

Ireland

Ireland is a land of fairies and fairy lore. History shows that it was always a musical country. The most favorite instrument among the Irish was the harp. The Irish are proud of their jigs and reels, their gay, happy dance tunes. But listen to these Irish colleens.

[Piano solo, "St. Patrick's Day" by Barry; vocal, "Mother Machree" or any favorite Irish song.]

Spain

Now we shall tour the continent. Our first stop is Spain, sunny Spain. Perhaps you are familiar with the music peculiar to Spain,

*St. Mary School, Richland Center, Wis.

South America, and Mexico, and with the famous tango dance. The rhythm characteristic of Spanish music is outstanding.

[Piano solos, "Tango" by Pattison and "Castanets" by Robinson.]

France

French people are fond of music. Can't you picture a French court as the stately gavotte is danced, the swishing of silken skirts, the powdered wigs, the shiny buckles on the footwear, and the graceful bows of the dancers?

[Piano solo, "Gavotte" by Thomas Blake.]

Holland

Holland means windmills, tulips, dykes, and the rhythmic thump, thump of wooden shoes on cobblestone streets.

[Piano solos: "Jolly Hollander" by Tillery; "Gay Gretchen" by Copeland; "Katrina and Hans" by Miles; "In Holland" by Arant.]

[After the last child has played "in Holland" the other three stand in a straight line facing the audience and sing the words as given in the music. Suitable motions should accompany the words. A short, little dance follows in the next eight measures. Hands are on hips.]

Measure 1: Right heel extended, right foot pulled back, rest on toes [count "one and"].

Right heel extended, right foot back on toes [count "two and"].

Measure 2: Left heel forward, left foot back on toes [count "one and"].

Left heel forward, left foot back on toes [count "two and"].

Measure 3: Right foot one step to right, hop on right foot [count "one and"].

Left foot one step to left, hop on left foot [count "two and"].

Measure 4: Repeat steps and counts of Measure 3.

[For the remaining four measures, repeat measures 1, 2, 3, and 4. After the dance, the song repeats as given in the music and on completion the players leave the stage.]

Sweden

A little girl from Sweden to whom music means as much as the air she breathes.

[Piano solo, "Butterflies Wink" by Goodrich.]

Norway

In the far North—Iceland, Norway, Sweden—music means much to the people. Long winter evenings don't seem quite so long when music and singing, dancing and song, are enjoyed. Let us take a peek at this merry group.

[Four piano and vocal solos. On completion of the solos the four players line up and face the audience for a short folk dance. The piano

solo "March of the Tiny Soldiers" by Munn is excellent. The dance steps follow. Count 4 throughout.]

Measure 1: Step on right foot, point left foot diagonally in the air across the right foot and at the same time make a slight hop.

Step on left foot, point right foot diagonally in the air across the left foot and at the same time make a slight hop.

Measure 2: Repeat Measure 1.

Measure 3: Three steps forward beginning with the right foot (right, left, right). On the fourth count hop on the right foot.

Measure 4: Three steps backward beginning with the left foot (left, right, left). On the fourth count hop on the left foot.

Measures 5-6: Repeat measures 1 and 2.

Measure 7: Step on right foot, hop on right, step on left, hop on left.

Measure 8: Repeat measure 7.

Measures 9-10: Repeat measures 1 and 2.

Measure 11: Two arches are formed. One person in each couple stands still while his partner slowly turns under the arch.

Measure 12: The other partner turns under the arch.

Measures 13-14: On completion, all four curtsy.

Measures 15-16: Still in line, all four turn right and stand facing that direction for eight counts. Accompanist plays the music from the beginning again and as she does so, the four dancers leave the stage according to step, step, hop; step, step, step, hop; etc.

Poland

Poland can well be proud of its well-known and famous composers. Chopin is most outstanding and loved by all. Polish people love their music today as they did then. Let us hear a little peasant girl of Poland, music is her precious heritage.

Hungary

Hungarian gypsies and music are almost identical, so much is music a part of the Hungarian gypsies' life. Many an evening is spent around the campfire, dancing gayly and singing joyously. There is something captivating about the music of Hungary—the fire and spirited dash of the Hungarian rhapsody—but let us listen as a little Hungarian plays her music for us.

["Camp of the Gypsies" by Behr, and "Hungarian Rhapsodie, No. 2" by Liszt.]

Italy

Two little Italian boys working hard at daily practicing will entertain us with a duet. Italy as you know is the home of the tarantella dance and is also famous as the birthplace of the opera.

[Duet, "Tarantella" by Ketterer.]

Germany

Many, many famous composers were born in Germany. Among them were Bach, Beethoven, and Schumann. People of Germany are very musical. Have you ever heard the old favorite tunes "O Du Lieber Augustine" or "The Loreley," or perhaps you know the story of the Erl King? The pupils who will play for you now are little Germans who take their music seriously but happily.

[Piano solo, "Musette" by Bach, or any composition by the composers mentioned above. Suggested song, "The Loreley."]

Russia

The peasants of Russia enjoy music also; music lightens burdens, and work hours pass quickly when song is sung. One song, "The Song of the Volga Boatman," is well known. From Russia we also have the "Nutcracker Suite" by Tchaikovsky. This is loved by all peoples. Russian folk dances are lively and gay. Let us listen to one.

[Piano solo, "Little Russian Dance" by Robinson.]

China

This tour of the countries would be incomplete without China. Chinese music has a peculiar appeal, so characteristic of the Eastern peoples. In fact, it tends to hurt the ear because one is so unaccustomed to its strange skips and intervals. This little Chinese maiden will tell her story. It is a "Chinese Lullaby."

[Solo, "Chinese Lullaby" by Robinson.]

America

Back in America—it's good to be home again, isn't it? We are happy to be in this great land of ours. America offers many musical advantages to her boys and girls who will accept them. Chicago is our next and last stop. A young American is at the piano.

[Solo, "Squads Right, March!" by Weston. A group of children sing "God Bless America."]

Dear friends, we have taken you around the world in music. We shall review briefly the different countries we visited.

[As the announcer calls the various countries—America, England, Ireland, etc., in the order in which they were visited, the pupil or pupils representing those countries walk across the stage.]

Suggestion: An entire school could participate in this program. Each grade could represent a different country and sing the folk tunes of that country. Folk dancing and instrumental work could be included.

Q. How far can a person see?

A. A person on a mountain one mile high can see 96 miles on a clear day.



Teaching The Missal

Transfusion With a Key

Sister M. McAuley, R.S.M.*



If we are convinced that it is the Mass that matters—and surely we are or we could not be a part of the vast army of Catholic Sisters engaged in the most glorious work of Christian education—let us begin to take some positive efforts to reveal to our pupils the value of daily Mass in helping them to develop Christlike personalities. True, we teach *about* the Mass each time we present the lessons about the Holy Eucharist. We talk *about* the Mass often during the year. However, teaching the Mass is much more important than teaching *about* the Mass. Only through the Mass can our pupils come to apply fully and effectively their knowledge of the Creed, the Commandments, and the sacraments. Only through the Mass will they be able to live truly Catholic lives. Pope Pius XI defined Catholic life as “the very life of the Church which perpetuates the mystical life of Jesus Christ.” Our religion program needs a transfusion of lifeblood through an active participation in the sacrifice of the Body and Blood of Jesus Christ. This sacrifice is the official and supreme act of worship in the Catholic Church.

If we do not attempt to give the religion program this transfusion we are really doing our pupils a grave injustice. The Mass is of infinite value. We teach this fact but we fail in varying degrees to enable our pupils to draw upon the infinite merits of the Mass because we neglect to acquaint them with the key to the Mass—the Missal—and we fail to show them how to use this key successfully.

Children Use the Missal

Teaching the use of the Missal to children is not as complicated as it appears. It need not be delayed until the pupils reach the intermediate or upper grades. One Sister's experiment may serve as an incentive to other teachers to measure up to the standards that characterize true Catholic educators.

The fourth-grade class of Holy Cross School, Kansas City, Mo., has carried on a vital and inspiring Mass project. Taught by Sister Miriam, R.S.M., these children have been the beneficiaries of a learning experience that

can be definitely evaluated only when their earthly praise, reverence, and service of God have ceased. The dividends of this experiment cannot be measured in terms of money, manners, knowledge, or power, but only in terms of sanctifying grace. Father Daniel F. Dunn's article, “The Mass through the Day,” which appeared in the *CATHOLIC SCHOOL JOURNAL*, June, 1948, provided the impetus which finally brought Sister to plan in detail and to execute a program upon which she had worked indirectly for some time. She wanted to help the boys and girls in her class to use the Missal to keep them always in touch with the “Light of the World.”

Many years of experience in the elementary grades convinced Sister that even very young children could be directed to a love and appreciation of the Mass. She was convinced, moreover, that the better the children understand the Mass the greater they will esteem it as the highest act of Catholic worship, the center and soul of the liturgy. Fortified by these convictions and aided by some very simple but indispensable equipment and a determination to help her fourth graders to become citizens who would not only be scholars but saints, Sister began her undertaking.

Teach the Missal

In his masterly work, *The Riches of the Missal* (Herder, 1949), Jean Vagaggini demonstrates very clearly that “the liturgy or official prayer of the Church, has the Mass for its center and the Missal as its principal official expression. The latter is the key which opens for us the unsuspected riches of the spiritual life and of social action which are contained in the Mass.” Obviously, to introduce boys and girls to the grandeur of this central act of Catholic worship, it was necessary to provide them with a key that would enable them on every occasion to derive the most from the Holy Sacrifice. Sister chose *The Catholic Missal* by Rev. Charles J. Callan, O.P. (P. J. Kenedy and Sons, New York). Every student had his own Missal.

In launching the project Sister used Father Kinsella's *Project Lessons on the Mass* because of its economy and simplicity in pro-

viding clear explanations of the different steps in the sacrifice. The thirty pictures were used to mark sections mastered and the pupils were all eager for the privilege of pasting the pictures. A Mass chart with movable figures was called into use. This provided activity not only during class periods but outside of class time as well. The Missal was used right along with the project book. First the explanation of the part to be mastered (beginning, of course, with the Sign of the Cross) was read and discussed. The figures of the priest and acolytes were moved into their correct positions. As soon as the section was understood, the group memorized the explanation. The children had been eager to begin this study of the Mass and were anxious to continue. As each particular prayer and rubric was mastered enthusiasm increased.

Dramatizing the Mass

By the time the children had become familiar with the Introit, individual pupils took turns explaining the prayers and moving the figures. This procedure was followed throughout until the entire Mass was learned. With practice even the most timid child had gained assurance and was eager to take his turn.

Sister's desk served as an altar. By the time the group was ready to begin the study of the Mass of the Faithful, pupils had managed, with the aid of their parents, to construct a very usable missal stand, a chalice and paten of wood, and to convert vinegar cruets and a little glass dish into equipment for the credence table. A white cassock vicariously served as amice, alb, and cincture. A white chasuble, made from inexpensive cloth, gave each boy the thrill of feeling like a real priest when it was his turn to act as celebrant. In this particular group a white chasuble was selected since most of the Masses during the Easter season require white vestments. If at all possible, the ideal would be to have chasubles in each of the liturgical colors.

When the fourth graders had completed their study lessons on the Mass, they were able, as individuals, to use the Missal not only with reverence, but (wonder of wonders!) with proficiency. Each day the boy

*Saint Patrick School, Omaha, Neb.

chosen to act as priest read most parts of the Proper except the Epistle and Gospel which were assigned to others. The Ordinary of the Mass, except for the Consecration, was prayed in unison.

Daily Preparation

When Sister was satisfied with the attainments of the group only one period a week was taken for going through the Mass for the day. However, good news as well as bad news travels and the children were invited to give demonstrations. The fifteenth demonstration was given with the same unmitigated enthusiasm and reverence as the first. Other schools conducted by the Sisters of Mercy witnessed this grand conclusion to a well planned and perseveringly executed religion program. They saw the relative simplicity of using the Missal as a key to the Mass. Students at Glennon High School were effectively impressed. Adult members of the parish inspired by the reverence of these fourth graders at Mass each Sunday morning inquired, "If the children can learn to use the Missal, why can't we?" Many have found

to their joy and satisfaction that they can, and, a blessed aid to Catholic Action, they now do!

You Can Do Likewise

It would be possible to expatiate at length about the gratifying results of one Sister's efforts to enable her pupils to use with proficiency the key to the greatest treasure of the Church, the Mass. That, however, is not the purpose of this article. Rather it aims to challenge all Sisters in our parochial schools to give the religion program a transfusion with permanent and sanctifying effects. Our greatest privilege as Catholic teachers in Catholic schools is to impart to our pupils a knowledge and love of their religion. How many of us realize the seriousness of our corresponding obligation? We would not attempt to teach arithmetic without numbers, spelling without letters and syllables, or reading without thoughts and words. Aren't we, then, being very foolish if we attempt to mold true Catholics without giving our boys and girls an understanding of the center of operations — the heart of their religion — the

Holy Sacrifice of the Mass?

The method of presentation discussed here may not be suitable for every teacher in every situation, but there is some way for each one to show her pupils how to use the Missal as a key to the Mass. If each of us meets to the best of her ability this challenge, we shall encourage habits of Christlike living that could not be as well developed by any other means. Perhaps, when economic duress forces individuals in the next generation to take their pens in hand to eke out an existence they will attempt a more honestly positive way of winning readers than by writing such inane things as "I Leaped Over the Wall." Instead of writing realistically about their wasted hours at Church under such startling titles as "I Carved the Pews," our pupils will, perhaps, pen worth-while reflections of grade school days bearing captions of a nature similar to "I Prayed the Mass."

We have the opportunity to provide our children with the means to make every year a holy year, every day a holyday. What are we going to do about it?

How to Make Religion Come to Life for the Primary Child

Sister M. Paulette, V.S.C.*

In discussing "God and the things of God" with the little ones, it soon becomes evident that six-year-olds do not respond to flat, verbal statements. Merely to tell them that *Jesus* is our Redeemer awakens no interest whatsoever. They cannot and will not comprehend the word *Redeemer* until the word in question comes to life. That word must actually become a part of their "known experience."

It will be admitted that "making a promise" is familiar to them. Many times a "try-all-method" Mom and Dad have promised an exceptionally mischievous youngster a coveted toy — if he would be good; if he would try to do whatever he would be told, in so far as this would be possible, allowing for the inevitable "I forgot." Concomitantly, he — in turn — promises to be "Mommy's little angel." He is *now* held responsible for his future actions because he has voluntarily made a promise; he has agreed to try. Consequently, Mom and Dad desire to see the effects of this promise. In a word, he is ex-

pected to *keep his promise*.

Building upon this — which is known — the explanation of the Redemption can then be continued. Long ago in the Garden of Paradise, *God made a promise*. God promised that He would come to earth as a baby; like all little boy babies do, He would grow up to be a man; He would die on the cross for us all. More specifically, He would be our Redeemer; He would say to His Father, "We — all men — are sorry for our sin particularly for the original sin of disobedience" — we are sorry for having displeased You. Won't You please forgive us?"

God the Son *kept that promise*. He came to earth as a baby. His mother was the blessed Mother Mary; His foster father, St. Joseph. Under their guidance and protection, He grew up to be a man — a wonderfully kind man. A man, who was so loved by the people, He had to die. Sounds strange, doesn't it? But the rulers of the country, seeing how the people followed Jesus about from place to place, were afraid that He would be made a king; they were afraid that Jesus would become

more powerful than they. So these wicked men decided that Jesus must die. How? . . . on a hard, wooden cross.

Jesus knew this would happen to Him; He is God — He knows everything. Nevertheless, He wanted to keep the promise He had made . . . long ago in the Garden of Paradise. And so, He willingly hung upon the Cross for three — long — pain-filled hours . . . just because He loved us.

Dying as a man, He said, "Dear God, we — men — are sorry." And God was and is pleased with Him and with all men — with all of us!

We — men — cannot forget this great sacrifice, Jesus made for us. We remember the story of the *wonderful promise* each time we address Jesus as "Our Blessed Redeemer."

The following pantomime device may be used to strengthen the concept established through the preceding discussion.

All the children rise and stand in the aisles by their seats.

VOICE: Jesus, the Son of God, came to earth as a little baby.

[Children assume stooping position.]

VOICE: He grew up to be a man.

[Children slowly rise, indicating growth.]

VOICE: He was nailed to the cross, whereon He died.

[Children stretch out arms in imitation of the Crucifixion.]

VOICE: Then Jesus went up.

[Lift right arm heavenward.]

VOICE: And opened the gates of heaven for us all!

[Turning-key motion with lifted right hand.]

*Holy Trinity School, Duquesne, Pa.

For the Fifth Grade

A NATION IS BORN: HISTORY DRAMATIZED

*Sister M. Borromeo, R.S.M.**

ACT I

[Enter two narrators.]

1ST NARRATOR: The growing spirit of independence among Americans at last led to a complete break with the Old World of Europe. Grievances of the English colonists against the King and his government prompted them to declare themselves an independent nation, with no allegiance to the mother country. Their representatives wrote and proclaimed the famous Declaration of Independence.

To declare their independence was not enough. They had to prove their ability to defend it. England sent troops to put down the rebellion and win back her colonies. The war that followed, the Revolutionary War, was finally won by the colonists, but not without great sacrifice and suffering. Help came to the colonists from many sources.

2ND NARRATOR: Catholics, though disliked by most of the colonists, joined in the fight for freedom from England. Men like Charles Carroll, his cousin, Father John Carroll, John Barry, and General Lafayette were Catholics whose hearts and souls were dedicated to the cause. With the war ended, Americans set about the business of establishing a government. They had sent a letter of grievance to the king, but found that the letter had never been read. This angered the colonists, who met on Boston Commons one day, and gave vent to their anger. [Narrators leave and several boys dressed as colonists are grouped as if on Boston Commons.]

1ST COLONIST: Now look at this! Word has just come from my brother, who is in Parliament that our letter of grievance was utterly ignored. Parliament and George III know how we feel about being treated this way.

2ND MAN: Was not Patrick Henry right — "Taxation without representation is tyranny?"

3RD MAN: The sooner we break off entirely from England the better for us.

4TH MAN: It is high time that Congress call a meeting to show England that we are free of her and show her that we mean business.

1ST COLONIST: We did show her by winning the war. We must show her that we have broken off permanently.

5TH COLONIST: We are in a fine predicament here ourselves. We appeal to the

assembly for help but the assembly will do nothing. The states are quarreling over possessions and boundaries. Some states are even requiring other states to pay duty to them for goods sold, as though they were coming from across the seas.

3RD COLONIST: And what about our financial worries! The national debt is more than 42 million dollars. When will we ever be able to pay France, Holland, and Spain! It was a wonderful job Robert Morris did to collect all this money but who shall pay the debt?

2ND COLONIST: And our money (that is the paper money) is not worth a continental!

5TH COLONIST: Here's something good — Joe Samson, my barber, papered his shop with useless paper money. [All the men laugh.]

4TH COLONIST: Look who is coming toward us. For a man who is past eighty years old he surely looks as active as ever. What a noble man Benjamin Franklin is. [Men walk up and shake hands with Benjamin Franklin. All say] Good Morning. How are you this fine morning? [Dr. Franklin comes walking slowly toward the colonists carrying a cane.]

BENJAMIN FRANKLIN: Good morning my friends, seems as though you are in high spirits. Have you gotten good news?

1ST SPEAKER: No indeed, on the contrary, we have gotten news that our letter of grievances has been utterly ignored.

2ND: It will take more than a Declaration of Independence and a war to show England where we stand.

3RD: England seems to know that the 13 states are at variance with one another. Those grants of land made by the British government are vague. Look at the trouble between Pennsylvania and Connecticut.

6TH COLONIST: The Wyoming troubles are still going on. The assembly will not listen to our pleas. These quarrels over boundaries and possessions of land of course must reach the British ears.

BENJAMIN FRANKLIN: What we need is a strong central government as pointed out by Alexander Hamilton, who has been recommending a convention to be called to unite the colonies and amend the Articles of Confederation. This will give Congress more powers. We must unite to strengthen ourselves.

4TH MAN: George III does not believe that we can unite. He expects us one by one to come back to England.

ALL COLONISTS [shout]: That we shall never do.

1ST COLONIST: Only a few days ago, I heard James Madison say that our nation is like a cask tapped at both ends. Our nation is like a rope of sand, slowly drifting away.

FRANKLIN: I am to meet James Madison next week in Pennsylvania. He is a member of the Virginia Assembly and has done much to show George III our demands for independence. We shall talk things over and then call upon General George Washington to decide on what we shall do.

ALL COLONISTS: That's the one we want, George Washington.

SECOND MAN: Thanks, Dr. Franklin, while we have men like you and General Washington, we feel that we can battle these times and win! We need men like you.

FRANKLIN: Good morning gentlemen, I trust that soon we shall all be united and can call ourselves free and independent states. [All say good-by and leave.]

3RD NARRATOR: Of all men, Washington was best fitted to help the colonists. When war was over and the treaty of peace was signed, he bade his officers good-by in New York and then journeyed down to Annapolis, where Congress was sitting, to resign his commission as Commander in Chief. For eight years he had lived in camp and he looked forward to spending the remainder of his life in peace at his home at Mount Vernon. But he did not go with a free mind; he was anxious about the future and he wrote a warning letter to the governors or presidents of all the states. In this letter he said that four things were necessary if the new nation was to live. First: the states and this government must unite under a central government which must have power to enforce its will. Second: the debts made by Congress in order to carry on the war must be paid. Third: there must be a uniform militia system throughout all the states, so that if an army were needed it would be ready. Fourth: the people must remember that they are citizens of the United States as well as citizens of the various states. With this parting testament, he settled down at Mount Vernon. Alas, he was not to enjoy the peace of mind for which he longed.

*Saint Pius V School, McKeesport, Pa.

ACT II

[Second narrator comes on stage.]

2ND NARRATOR: We are now at Mount Vernon in General Washington's home. It is evening and General Washington is deep among his letters. [Enter Mrs. Washington.]

MRS. WASHINGTON: General Washington! Here you are fretting and worrying yourself over meetings and letters, while I have invited friends to while away the time with singing and dancing. These are troublesome times, I know, but let us enjoy a few hours at our beautiful Mount Vernon home with our friends. And we have only a few minutes before they come. Are you ready?

GENERAL WASHINGTON: Well, am I?

MRS. WASHINGTON: I guess you look all right. You have on your new blue suit.

SERVANT: The honorable Mr. and Mrs. Dearborn have arrived.

MRS. WASHINGTON: Welcome! You are our first guests and seem to bring cheer with your smiling faces. General, see how happy this couple looks.

GENERAL WASHINGTON: Welcome, welcome, welcome, indeed. I am happy to see you both. I am getting old and crabbed bending over letters of grievance and trouble. Mr. Dearborn, come look at this. [Hands Mrs. Dearborn an official-looking letter.]

MRS. WASHINGTON: What a beautiful gown! Who made it?

MRS. DEARBORN: Madame de Felice. [Enter several couples bringing cheer and laughter into the room. All the guests are shaking hands and speaking to each other of the lovely grounds and beauty of Mount Vernon.]

DOLLY MADISON: What a delightful ride along the Potomac. Beauty, beauty, everywhere.

MRS. RANDOLPH: The sun going down on the Potomac river makes the rippling water look like millions of diamonds.

MR. RANDOLPH: Quite poetical my dear, but you have painted a true picture.

MADISON [addressing General Washington]: How glad you must be after seven years away at the wars to be back to this beautiful spot.

GENERAL WASHINGTON: How often have I sighed for evenings such as this one, where I can be at home in peace with my lovely friends and neighbors.

MR. DEARBORN: In peace? I hate to be a pessimist, but can you really see peace at this time?

GENERAL WASHINGTON: Sad, but true my friends. The closing of the war did not exactly bring peace. There is a feeling of unrest and trouble brewing everywhere.

MR. WILSON: If we could get the Articles of Confederation working properly, that might help. We are calling ourselves United States, but no closer ties unite us.

MR. BLAKE: We are not only a new nation but a new kind of nation. Every nation in the world is a monarchy but ours. We want to get away from kings and have a government of the people, by the people, and for the people.

ALL THE GROUP: Bully for you! That's what we want all right.

MR. PICKNEY: But we are so weak. How can we call ourselves a nation? The colonies have been settled by different kinds of people. Puritans in New England, Dutch in New York, Quakers in Pennsylvania, Cavaliers in Virginia—all have different laws, different interests, different religions and beliefs.

MADISON: Different manners and customs. How shall they unite and stop this quarrel that is going on among the different states? Over taxes, over new lands, over . . .

GENERAL WASHINGTON: Might I add to this dismal group that a nation limping along as ours needs a meeting where we can discuss our grievances and plan on what can and must be done to save our nation.

HAMILTON: Calm yourself, George, calm yourself.

MRS. WASHINGTON: Judy, Mary, Mary Jane, and Mary, will you please set the ladies at their places and we shall have some tea.

MRS. WASHINGTON: Doctor Franklin, would you like a cup of tea?

FRANKLIN: 'Deed I would.

MR. BLAKE: May I have a cup of tea?

MRS. WASHINGTON: 'Deed you may. Is there any other gentleman that would like a cup of tea?

MR. RANDOLPH: No, keep your tea; we have business to talk over.

DOLLY MADISON [laughing gayly]: Remember when we nobly gave up tea drinking when the king taxed our tea? And how I love tea!

MRS. RANDOLPH: What a hardship it was to do without this pleasant drink.

MRS. PICKNEY [laughing]: I shall never forget my father and brother dressed as Indians telling how they threw the tea overboard into the ocean. [All laugh and chatter together.]

MRS. WASHINGTON: Mrs. Patterson, listen to those men over there. I'll have to go over and stop that. Gentlemen! Gentlemen! this was to have been a party to get your troubled minds at rest.

GENERAL WASHINGTON: Thank you, Martha, you came just in time. Several of us are ready to use our fists.

MRS. WASHINGTON: Some of the tables are ready for checkers and others for chess. The ladies are anxious to dance the minuet.

GENERAL WASHINGTON: Music, my dear, so that we may dance the beautiful minuet. [Twelve couples dance the minuet.]

[The minuet was taken from Curtis and Curtis, Physical Education for Elementary

Schools, published by Bruce, Milwaukee, Wis. After the minuet, the guests move around in groups talking and laughing.]

MRS. RANDOLPH: Friends, let us sing *Auld Lang Syne*.

MR. RANDOLPH: James Madison, do you still know how to play the flute?

JAMES MADISON: 'Deed I do.

MRS. RANDOLPH: Play for us then. [All sing and then laugh and chatter to each other while the men gather at one side of the room.]

GENERAL WASHINGTON: Governor Randolph and James Madison, you will hear from me soon. Like yourselves, I know that we must at last have a meeting to go over momentous problems. I shall send invitations to each state to send delegates. We shall meet in Philadelphia.

RANDOLPH [aside to Madison]: The city of brotherly love.

GENERAL WASHINGTON [continues]: To consider the great problems facing this new nation. Can I count on you James Madison to study up our greatest needs and offer as many suggestions as you can to support our new government?

JAMES MADISON: Gladly, General Washington, gladly. I am most anxious to see our government settled, if for nothing else but to show George III that it can be done.

GOVERNOR RANDOLPH: If we wish this nation to live, we must make every effort to hasten the day when the government is remodeled and a stronger constitution takes the place of those weak Articles of Confederation.

[Ladies come forward chatting and laughing.]

DOLLY MADISON: Every time these gentlemen get together, it seems there is an argument over meetings.

MRS. RANDOLPH: Over government, over . . .

DOLLY: Over King George III and what not.

GENERAL WASHINGTON: Well ladies, we are satisfied that with one more meeting we can get things settled, God willing!

DOLLY: Won't that be the happy day? Now, while I hate to be the one to break up this lovely party—midnight and time for us to go. Come James.

GENERAL WASHINGTON: Rufus, see to the horses and carriages. Ladies and gentlemen, this has been a delightful evening. We must have more of these soon.

[All say good night, shaking hands and laughing. All leave stage, except General and Mrs. Washington.]

GENERAL WASHINGTON: Thank you Martha, for the wonderful party. I feel ten years younger.

MARTHA: I had a wonderful time and I think our company did too. Good night.

[Enter fourth narrator.]

4TH NARRATOR: It was evident that some-



Students at St. Pius V School, McKeesport, Pa., sign the Constitution. Sister M. Borromeo, R.S.M., is their teacher.

thing would have to be done. Thoughtful men realized that unless a stronger central government were built up, they could not keep the states from drifting into hostility, and all the sufferings caused by the Revolutionary War would be in vain.

ACT III

[Fifth narrator comes on stage.]

5TH NARRATOR: It is now September 17, 1787. We are in Independence Hall in Philadelphia. The conventions have come to an end at last. It has been a hard summer and the members of the Convention are tired. The members were composed of many kinds of dispositions. There was a wide difference in age, the oldest, Benjamin Franklin, being 81, and the youngest, 26. These men were lawyers, merchants, bankers, and financiers. All sorts of dispositions—some calm, some eager, some peaceable, and some quarrelsome. These men talked little, but worked hard for four months to make the best possible government. A great hush falls on the assembly as General Washington taps his desk, rises, and says:

Gentlemen, at last we have finished what I call a magnificent piece of work. Four months we have labored to form a government which will improve and strengthen our nation. Great praise should be given to Governor Randolph of Virginia [*he rises and acknowledges his name*] who has presented an entirely new plan, which he and James Madison have worked out completely. [*James Madison rises.*] We have abandoned the weak Articles of Confederation. We shall have a Congress

of two houses which will balance power. Those small states that feared that the large states would have more representatives and might control the government will be satisfied that each state will have the same number of representatives, no matter how few people live in each. The wonderful preamble explains clearly what we did and can be easily read. Benjamin Franklin, will you please say the Preamble.

BENJAMIN FRANKLIN: We the people of the United States in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, do ordain and establish this Constitution of the United States of America. So now, gentlemen, I am satisfied that we can sign this great document. It will soon be ratified and at last we shall have a supreme law of the land—the Constitution of the United States of America.

[*All members rise and call out*]: Three cheers for the Constitution of the United States of America.

FRANKLIN: I confess that there are several parts of this Constitution that I do not at present approve, but I consent, sir, to this Constitution and heartily recommend signing our names to this noble work.

GEORGE MORRIS [*rising*]: I have great faith in the Constitution.

HAMILTON: I believe it will be serving our country a hundred years hence. A century is a long time to expect any plan of government to endure. But what is of greater im-

portance, gentlemen, is that the Constitution gives us a strong central government now, when our country needs it.

WILSON: I pray God we shall see the beginning of better times. For if the Constitution does not bring it about, then our work is in vain.

MADISON [*rising*]: Conditions are improving. The day we assembled here saw the beginning of that improvement. And when our new plan of government is accepted by the states and becomes the law of the land, then shall we see improvement grow by leaps and bounds.

SHERMAN: The Constitution removes the weakness found in the Articles of Confederation. Now we shall have a Congress and a government that will not be powerless as it was a year ago.

DEARBORN [*rising*]: Now we have a Congress of two houses. Our people shall be better represented in a Congress of two houses than in one as under the Articles of Confederation. In the Senate each state, large or small, shall have two senators, and in the House of Representatives, the population shall determine how many representatives each state shall have. It will be the duty of Congress to pass laws for the country.

MORRIS [*rising*]: At the head of the government we shall have a strong executive. The president of the United States will be chosen by the people through their electors for four years and will be eligible for re-election. It shall be the duty of the president to see that the laws which Congress passes are respected and obeyed.

DICKINSON [*rising*]: A system of national courts with a supreme court at the lead shall also make our government strong. It shall be the duty of the federal courts to try cases that come under the Constitution and the laws of the nation.

HAMILTON [*rising*]: Congress shall not be the weak powerless body it now is, but shall have power to collect taxes, to borrow money, to regulate commerce between the states, and to control foreign commerce.

HAMILTON [*rising*]: Congress alone shall have control over the money system of our country.

PICKNEY [*rising*]: I have noticed, it shall also have the power to fix the standards of weights and measures and to build post offices and to make post cards which is also a law of the land.

DICKINSON [*rising*]: Congress shall have full control over war, to raise and support armies and navies. The president of the United States shall be the commander in chief of the armies and navies.

FRANKLIN [*holding pen*]: Gentlemen, will you permit an interruption? [*He pauses.*] For a long time, a mystery, a puzzle, has been troubling my mind. Today that problem no longer exists. [*He points.*] On the back of General Washington's chair is emblazoned a half sun with golden rays moving out in all directions. [*Washington rises and steps to the side so that the chair can be seen by the members and the audience.*] For weeks during this Convention, I have been observing that sun. Today at last I have the happiness to know you have given the answer. [*All cheer.*] Gentlemen, it is a rising sun. [*He signs—and one by one the men keep signing. A noise is heard around the table. Washington sends a clerk to see what is wrong.*]

CLERK What's wrong? Why are you so angry?

MR. WORTHINGTON [*exclaims*]: I have been reading all these articles and I cannot find one word that will justify the reason why there is nothing said about our rights. Where are the freedoms that we really came together to get? Our rights as citizens of the United States! Where do I find anything that promises me freedom of religion, freedom of speech, and freedom of the press. How is this Constitution protected?

GENERAL WASHINGTON: Can it be possible that after a summer of extremely difficult work that we have failed to mention a word about those four liberties?

BENJAMIN FRANKLIN: As I mentioned before, the Constitution as a new piece of work may not list all the important matters and rights that we planned to write out. We can still imply these freedoms in what are called amendments. Will it be lawful, Mr. Madison, to add to the new Constitution?

MADISON: Mr. Chairman, General Washington, members of the Constitution, it not alone is lawful to add to the Constitution but it is imperative that we add this important Bill of Rights. It is quite natural therefore, that we add these rights to the New Constitution. They shall be ratified with the Constitution.

GENERAL WASHINGTON [*rises*]: Thank you, Mr. Worthington, for your discovery. We will add the Amendments with any more that are needed before the Constitution is ratified. This only goes to show us how elastic our Constitution really is.

Teaching Word Perception

Sister M. Jovita, O.S.F., B.S.*

After several stories have been introduced from "Our Big Book," phrases and words have been drilled, there are always a few children who just cannot remember the words and therefore do not get that early start in reading.

Here is an activity which greatly aids in word perception especially for the slower children who need more drill. They can profit by using an added sense, that of tactual sense.

Type the word list on a master duplicator stencil with a primary typewriter. With a pencil draw the lines about three fourths of an inch apart across the page and then draw four vertical lines about 2 inches apart so that each word card will be $\frac{3}{4}$ by 2 inches. Take off enough copies on the duplicator so that each child may have a copy. The little ones are delighted to cut apart their own flash cards by simply staying on the lines. Next give each child an envelope for his flash cards. These word cards are the only home study I ask my little ones to do. The mother is glad to spend a few minutes in the evening helping her child master these words. With this extra help from the home, the teacher can spend more of the reading period for other important phases of reading, namely: comprehension, interpretation, correct phrasing, and word analysis. Do not permit the child to take his first preprimer home for the parent to help him read. A well-meaning parent may have the child read the story over and over until he knows the story from memory, but yet he doesn't recognize any individual word. Or perhaps one parent teaches her child to point while he laboriously calls each word and establishes word by word reading as well as habits of incorrect eye movement.

I have used this simple activity with my first graders for a few years and have found it a great aid to rapid word recognition, one of the important phases of reading.

*St. Agnes School, Chicago Heights, Ill.

Devices For Primary Grades

Sister M. Viola, S.S.J.*

A BABY-SITTING GAME

This is a game in numbers for quick recognition of numbers from 1 to 100. The children see, say, and hear the numbers in sequence and it also helps them to know which number comes before, between, and after certain numbers specified.

EQUIPMENT: A set of combination cards 3 by $3\frac{1}{2}$ inches easily to fit in a pocket wall chart.

Cards are distributed to the pupils telling them that each card is a baby and they are the baby sitters. At the top of the chart, numbers are arranged 20, 50, 40, 70, etc., and each pupil places his card (or baby) in the right column. (Teacher calls that putting the baby in its own bed.)

If a pupil places 72 where 79 belongs, she tells him that he did not put the baby in its own bed. If a pupil places 24 after 53, she tells him that he took the baby to the wrong house. All the cards (or babies) must be placed at a certain time otherwise the baby sitters are keeping the babies out too long.

AN ALPHABET RACE

This game keeps the children on their toes in recognizing all the letters.

EQUIPMENT: Two sets of ABC cards 4 by 4 inches, made of two different colors.

Pass all cards of one color to the boys and the other color to the girls. All eagerly awaiting signal to race to the wall chart to build the alphabet. They have to work fast and be alert as it sometimes happens that a boy and girl holding the same letter get to the chart at the same time, but the one who places the letter in the pocket receives the point.

The side that has the most cards of the one color in the wall chart wins the game.

*St. Agatha School, Meadville, Pa.

Our Father

S.M.L., O.P.

Our Father, who art in heav-en, hal-low-ed be Thy name; Thy king-dom come; Thy will be done on earth as it is in heav-en; Give us this day our dai-ly bread; and for-give us our tres-pass-es, as we for-give those who tres-pass a-gainst us, and lead us not in-to temp-ta-tion, but de-liv-er us from e-vil. A-men.

A Hymn for Young Children by Sister M. Limana, O.P., St. Mary's School, Janesville, Wis.

A RHYTHM BAND

Lois McCarthy

Near the San Gabriel Mission, about twenty miles from Los Angeles, I found an Indian curio shop. Like the usual curious traveler, who must see everything, I browsed around the shop. All articles displayed were made by Indians of the Southwest. There I found an attractive table which featured different types of drums. I thought how my music classes would love to see one of those interesting little drums; and I bought one.

When I returned in the fall my fourth-grade class was delighted with my purchase. I was greeted daily with requests to see the drum. I used the drum in all rhythm activities. Each child had an opportunity to beat the rhythm for the class. Accents on the first beat of each measure for marching, skipping, jumping, and blackboard rhythm drills were stressed.

The souvenir from California was the incentive for a very intriguing and amusing rhythm band. My drum was passed from child to child, while each pupil examined its construction. The cylindrical instrument was made from a hollow tin tube, covered with birch bark. Across the open ends, rubber was stretched; held taut with colorful shoe laces. The rubber membrane was covered with gay Indian drawings. Bright feathers and beads hung from the lacings.

I announced that the children could bring to class anything that had a musical sound. The only requirement for the rhythm band was that all string and percussion instruments

must be made by the pupils themselves. Nearly every child brought at least two instruments for the band. As a result, the following surprising variety of instruments reached my desk:

Drums

1. Large, empty, orange-juice cans with rubber tubing over the ends. They were covered with colored paper, painted cardboard, or bright cloth.

2. Hollow coconut shell (longitudinal section). Rubber was held securely by wire around the edge of the coconut. The rubber was painted with Indian designs.

3. Small tree stump, with a narrow tunnel bored throughout the center of the trunk (lengthwise). A thin but strong wedge was used as a brace inserted about two inches from each end of the tree trunk as a protective measure against strain. Rubber was held in place by stout twine laced closely together, from top to bottom, around the whole trunk.

4. Wooden box. Four sides, top and bottom, were covered with black adhesive tape.

Guitars

1. Cigar boxes. A slender wooden cylinder was drawn through a hole in the side of the box; firmly attached to an old spool, which was glued to the side of the box. At the end of the extending cylinder was a jutting tack, around which a violin string was wound,

pulled tightly along the neck, and secured around the spool. All instruments were gaily painted.

2. Single cigar box. A deep box with five elastic strings. Elastics were stretched across the box; each length was nailed along the side of the box.

3. Shallow wooden box. A wide extending piece of wood was nailed on the edge of the box. Four rubber bands were pulled from the top of the board to the base of the box and wound around a wedge at bottom of the box. Another small wooden box demonstrated the usage of wrapping cord (odd result).

4. Coconut guitar. A layer of rubber was spread across a coconut shell. A thin wide board was nailed at one end, and a thick block of wood nailed at the other. Four violin strings were twisted around four nails at the neck of the guitar, strained across the middle, and anchored around the four nails in the solid piece of wood.

Bells

1. Sleigh bells strung with thick cord formed a circlet. Slipped over the fingers on each hand, they were shaken by twitching the fingers.

2. Christmas jingle bells were strung around two old teething rings.

3. Cow bells, large and small, had handles decorated with bright ribbons.

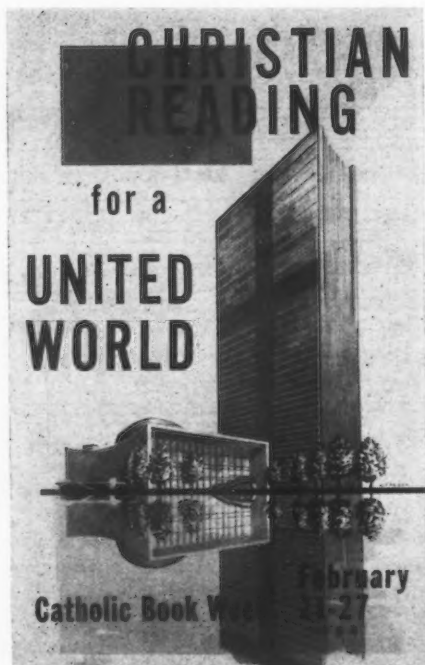
4. Merry-go-round rings. Three "free" rings, threaded together produced a beautiful clear bell sound.

Washboards

1. Small boards of wood, metal, or glass were played by thimbles.

Tins

1. Toy tins. Tin plates, pans, and cups were struck with knitting needles.



Official Poster for Catholic Book Week, 1954.

CATHOLIC BOOK WEEK

February 21-27

"Christian Reading for a United World" is the theme for Catholic Book Week, 1954.

This project is sponsored by the Catholic Library Association. The executive secretary of the Association and publicity director of CBW is Rev. Vincent T. Mallon, M.M., Maryknoll Seminary, Glen Ellyn, Ill.

Book Week Kit: To aid teachers and librarians a Catholic Book Week Kit has been prepared. It contains: two copies of the official *Poster*; one copy of *Ideas for Catholic Book Week, 1954*; 30 copies of a *Booklist for Adults*; and 30 copies of a *Booklist for Children and Young People*.

To obtain a kit send one dollar to the Catholic Library Association, Maryknoll Seminary, Glen Ellyn, Ill.

2. Tin can. The tin can contained pebbles; a stick was inserted through a hole in the bottom. They were shaken like a gourd.

3. Spoons. Two spoons clicked together on thigh produced a castanet effect.

Glasses

Eight goblets. Glasses filled with water at various levels represented the scale. Crayon marks on the exterior of the tumblers showed the levels. They were sounded by glass cocktail mixer.

CATHOLIC PRESS MONTH

"Only the Catholic Press Gives You the Catholic View" is the theme for Catholic Press Month, 1954.

The whole month of February is observed as Catholic Press Month under the auspices of the Catholic Press Association. The Association has prepared a Catholic Press Month Kit to help parishes, schools, and other organizations in planning activities in behalf of the Catholic Press. The Kit contains an official poster for Catholic Press Month; Sermon Topics folder (to assist priests and lay speakers); a School Playlet by Rev. Demetrius Manousos, O.F.M.Cap. (for junior and senior high schools); How to Plan for Press Month (gives information sources for newspapers, magazines, pamphlets, and books; and data on Catholic Book Week, Bible Week, etc.); and How to Run a Press Exhibit. The Press Month Kit (which is *not* the Book Week Kit mentioned above) may be obtained by sending one dollar to E. C. Walsh, Catholic Press Association, 150 East 39th St., New York 16, N. Y.

Gourds

1. Dried gourds. A child brought a box of gourds from his attic. Loose seeds made a pleasant rhythmic sound. The children painted the gourds with red and yellow lacquer.

2. Seeds. Paper packages of flower seeds were also used with the gourd section.

The Rhythm Band

The rhythm band was composed of four groups: 1. drums, gourds, and seeds; 2. bells

and glasses; 3. guitars; 4. tins, spoons, and washboards.

Different songs were used for each section of the band. Bell songs, marches, Indian rhythmic songs, and Russian folk songs featuring contrasting tempos were used. "Christmas Bells," "Good Night," "Reveille," "Indian Lullaby," "In My Birch Canoe," "Underneath the Willows" (folk song of Little Russia), and "Cossacks' Lullaby" from *Hollis Dann Book I* were the numbers used.

While the grade 4A played the rhythm accompaniments to the songs, the grade 4B sang the melody lines. The fusion of the two grades made a successful musical assembly program.

Although many different instruments composed the rhythm band, the most appealing, by far, to the children, were the drums. For this reason, I planned an Indian program for Youth Week. All songs had the tom-tom rhythm. The children in costume added to the Indian atmosphere with their homemade drums. The program consisted of dancers, singers, tom-tom players, all attired in bright Indian attire. The drums created a very realistic touch. The school principals together with the audience were enthusiastic about the two rhythmic programs.

The rhythm band and the Indian demonstration were extracurricular activities, which well repaid my efforts. The pupils' pride in their novel instruments, the importance of having their very own band, and the final successful outcome achieved a result far beyond expectations.

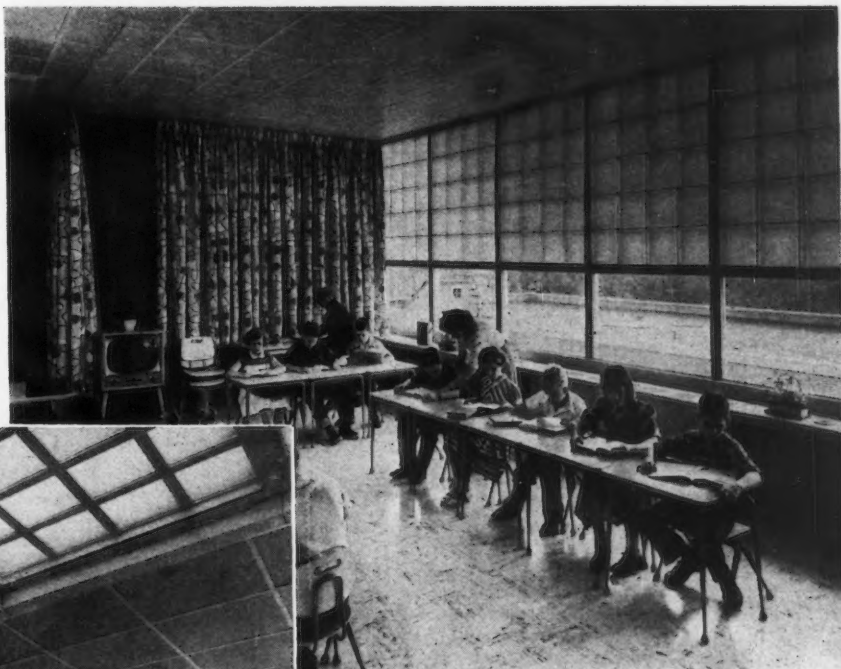
Little did I dream that the small drum purchased in California would be the nucleus for a well-rounded musical project. My pleasant personal experience urges me to endorse the formation of a rhythm band for a fourth-grade class.



Building an Igloo

— Gedge C. Harmon

This Is Tomorrow's Classroom



The flexibility of the Classroom of Tomorrow assures freedom of movement and invites multiple group activities.



Any type of desk seating arrangement is possible — the conventional single row pattern or groupings of two or more desks as shown.

SCIENTISTS and educators at the University of Michigan have just completed a "classroom of tomorrow" which opens new horizons for educators, architects, and builders seeking to create the ideal environment for learning. Educational authorities call it the most advanced schoolroom in America today.

It provides for complete flexibility necessary in modern schools. It provides maximum freedom in design, decoration, and choice of equipment. It gives educators their first glimpse at a long-sought goal — homelike atmosphere in a schoolroom.

The "classroom of tomorrow" was made

possible by the findings of a 12-year study into the problems of schoolroom daylighting conducted by scientists at the Daylighting Laboratory under the sponsorship of the Kimble Glass Co., subsidiary of Owens-Illinois Glass Co.

Lighting Obstacle Overcome

Seventy-five per cent of the nation's schoolrooms are operating today with less than the required minimum daylighting standards, according to the estimates of Dr. Robert A. Boyd, director of research at the Michigan laboratory. With daylighting a problem, school

planners have had to use light-colored walls, white ceilings, and furnishings with high reflective values as standard classroom design. Even then, lighting was not uniform and educators were limited in planning activities for the room.

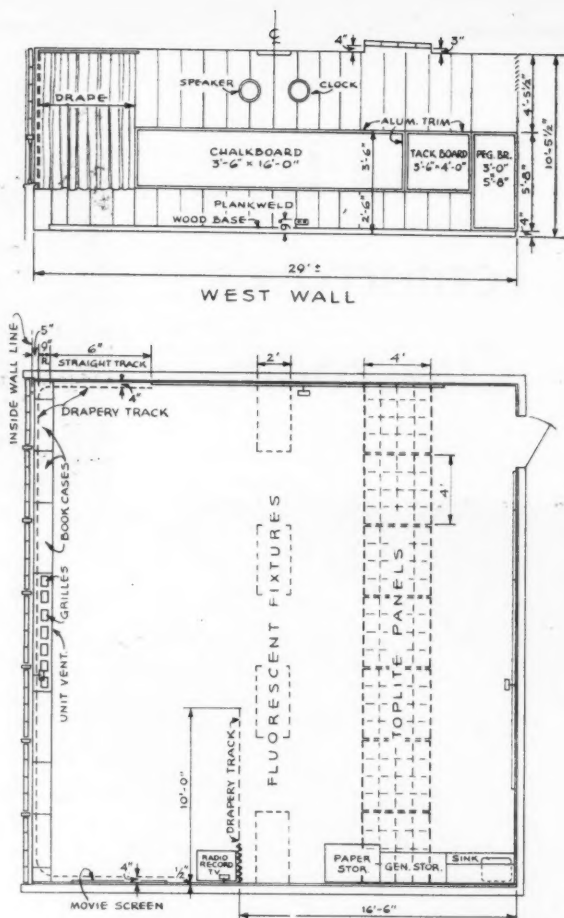
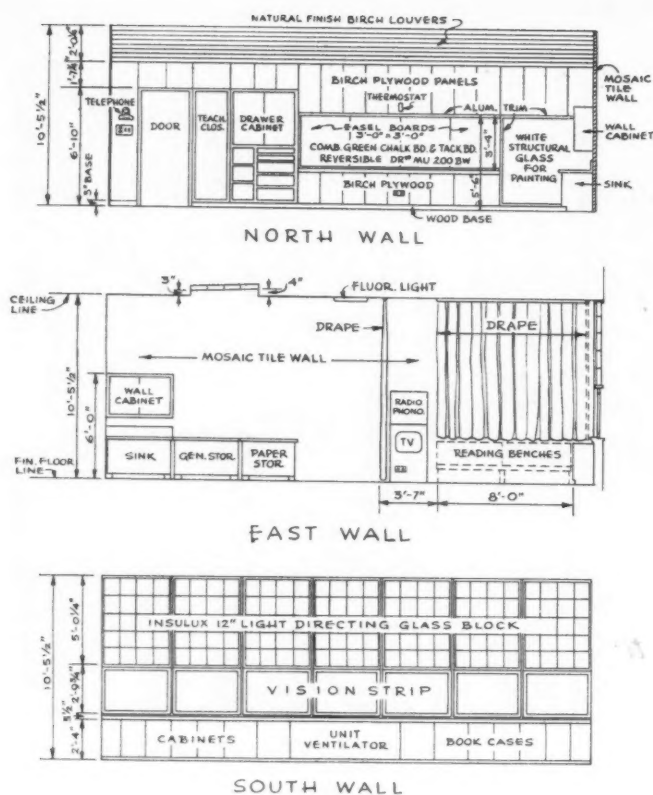
In contrast to these conditions the "classroom of tomorrow" provides on an average dark day nearly double the recommended minimum of daylight — and much higher quality daylight — in all areas of the room.

As a result it is possible to introduce into the "classroom of tomorrow" decorating colors, equipment design, and activities planning which have been impractical until now.

Cocoa-colored mosaic tile covers the entire east wall. Other walls are in natural birch paneling. Color-splashed drapes, with bright green, red, navy blue, and white design, can be drawn to darken one corner of the room for television, movies, and other visual education activities. Rubber-tiled floor surface is a marble-white, touched with light green veins.

The furnishings provide for freedom of movement and multiple group activities. Desks and chairs are portable and can be arranged in either formal or informal patterns according to the work planned. Light in weight, they can be stacked one on top of the other and moved against the wall when open floor space is needed.

In planning classroom activities it is no longer necessary to confine close-detail work to the area nearest the windows; complete uniformity of glare-free, shadowless daylight in the room makes it as easy for a child in the deepest corner to read as it is for the child next to the window wall.



RESEARCH LABORATORY CLASSROOM
"THE CLASSROOM OF TOMORROW"
DAYLIGHTING LABORATORY UNIVERSITY OF MICHIGAN

The new system of daylighting in the "classroom of tomorrow" consists of light-directing glass block and a clear vision window strip in the exterior south wall in combination with a ribbon of glass panels, called Toplites, installed in the ceiling parallel to the main fenestration and 5 feet in from the opposite wall.

Bringing daylight in through the roof has been objectionable in the past because the conventional skylights admitted heat and glare. Toplite, a new development, is scientifically designed to select the best daylight while rejecting unwanted heat and glare. It consists of hollow glass units set in prefabricated aluminum grids. Prisms in the glass reject a high percentage of the sun's light and heat when the sun is at high summer altitudes. In winter months, when the sun is lower, the prisms transmit more of the available daylight. All year round it transmits a high percentage of the cool light from the north sky.

The introduction of this new daylighting system also solves one of the major problems of school architects, according to Dr. Boyd. It has been previously necessary to have long outside walls in schools in order to provide extensive window area. With toplighting, outside walls can be shorter thus reducing one of the big cost elements.

Toplite requires only a flat roof construction, thus eliminating clerestories, monitors, and other expensive overhead daylighting systems.

Other Modern Features

Here are additional facts about the "classroom of tomorrow." It measures 29 by 29 feet

and has a 10½ foot ceiling.

Its decorations and furnishings have borrowed some thoughts from home design, but they are strikingly new and different in the schoolroom.

The entire east wall is covered with 1 by 2 inch rectangular, mosaic tiles of rich cocoa color which give the room a pleasant comfortable appearance. In contrast to this, north and west walls are of natural finish birch plywood. One section of the north wall is covered with a panel of milk-white glass on which children can draw and paint. Another portion is taken up with green chalkboards that can be reversed to provide cork tack boards.

The wood paneled west wall is occupied by a strip of peg board and permanent green chalkboards.

The ceiling is acoustical tile set on T bars. Its off-white color touched with wavy gold lines helps maintain the brightness ratios and reflectivity values so important in the room.

The rubber tile floor is white with mottled green veins.

Planned and equipped as a self-contained fifth-grade schoolroom, the "classroom of tomorrow" has furniture, cabinets, a sink, and other furnishings designed and scaled for the complete comfort and utility of the children.

The desks and chairs, weighing 8 and 5 pounds respectively, have metal tube legs set

at angles to permit easy stacking. The wood backs and seats of the chairs are contoured to promote proper posture.

The red, navy blue, and green Fiberglas drapes are mounted on tracks to be drawn over the south wall fenestration. Halfway into the room, another drape can be drawn out from the east wall parallel to the window drapes creating a darkened area for television, movies, and other audio-visual operations.

Artificial lights in the ceiling, controlled by a photo cell, turn on automatically when daylighting in the room falls below the minimum requirements as, for instance, on a storm-darkened day.

A unit ventilator beneath the window sill maintains a comfortable classroom atmosphere at all times. The combination of ventilators, motor-driven fans, heating devices, and a germicidal lamp in the cabinet is automatically controlled to provide warm or cool filtered air, according to the needs of the room. Cold drafts from the windows are sucked into the heating unit before they can spill out into the room.

Instructional equipment in the "classroom of tomorrow" includes a 21-inch television set, a 16mm. movie projector, a speaker, a daylight screen, a 2-by-2 slide projector, a record player, a portable craftwork bench, two half-round and two trapezoidal tables.

Why teach typing the old-fashioned way?



"Start beginning students on electric typewriters," say today's leading educators, "and they learn faster—increase WPM rates as much as 50%." Here's how this new-fashioned approach simplifies teaching and learning...

The time is here for the electric typewriter to be recognized for its true worth as a teaching instrument.

Numerous classes in leading public, private and parochial schools have proved the electric is more than a "finishing tool." In many schools it has proved the most economical machine for developing fast, accurate typists in beginning classes. Educators agree — ELECTRIFY AND YOU SIMPLIFY.

Four problems eliminated

Electrification of the beginning classroom speeds up teaching and learning in four ways. (1) Beginning students type faster and sooner because difficult time-consuming learning of "touch" is eliminated. (2) Carriage return drills are eliminated; electrified "CR" key operates like another keystroke, keeps fingers in typing position. Students do not take eyes from copy and relocate hands at end of every line. Typing continuity is not interrupted, each classroom hour is more productive.

(3) Electrified shift key simplifies teaching of capitalization. Carriage automatically goes down "all the way"—eliminating the problem of "floating capitals." (4) Training end fingers to use sufficient force is eliminated. Awkward reaches for end-finger and numeral keys are easier because electricity assures even impression from any reach.

With these difficult learning problems eliminated, beginning students learn key locations easier and faster. Speedy and accurate typing is achieved sooner, saving time for additional valuable production practice.

Other electric typewriter dividends

One of the principal reasons electric typewriters improve results, teachers state, is that students begin actual typing sooner. Many dull drills are eliminated and students are inspired to strive for better quality classroom work. The very newness of electric typewriters contributes to improved results.

And for teachers, too, electrification means simplification. Using present teaching methods, time is gained for instruction on practical business typewriter applications. No special or new techniques are needed and no special teachers' courses are required.

With the electric typewriter, more graduates can be prepared for the best-

paying jobs. Schools with electrified typing rooms gain recognition from business and community leaders for progressive education.

Easy electric-to-manual conversion

Acceptance of the electric typewriter for teaching typing automatically places "conversion" in its proper place. Elemental instruction is given on the easiest-to-learn machine. Touch, carriage return and other phases of manual typewriter operation which impede typing progress for beginners are readily practiced by trained students as a "finishing" class. These postponed learning steps are then easy.

Low-cost BEA Plan now available

To help your school install a complete BEA electric classroom now, we are expanding our Business Education Advancement program.

By taking advantage of this low-cost plan your school can have rugged, full-featured Remington Electric Typewriters for as little extra as three cents per machine, per day. And you can pay-as-you-teach.

Get the full facts about this money-saving BEA plan, plus complimentary copies of the 16-page *BEA Guide to Simplify Electric Typing* (RE8591) Write: Manager Typewriter Education Services, Remington Rand, Room 1669, 315 Fourth Ave., New York 10, N.Y.



One of the many new Remington Rand BEA Classrooms. Picture shows new 15 machine electric installation at Greensboro H. S. where authorities state electric typewriters speed up and simplify both teaching and learning.

BEA—ANOTHER PROFESSIONAL
AID FOR EDUCATORS BY

Remington Rand

Convocations at the Catholic University of America

On November 19, 1953, at a gala occasion in the gymnasium of the Catholic University of America, Bishop Bryan J. McEntegart was inaugurated as rector of the Catholic University of America, President Dwight D. Eisenhower was given the honorary degree of Doctor of Laws, and the National Catholic Educational Association held a semicentennial convocation. The program announcement called the occasion a joint convocation, but as a matter of fact these were two distinct convocations before the same audience. The principal interest was in the inauguration.

It was a colorful gala occasion. Practically the entire hierarchy was present, being in Washington for their annual meeting, lending both much color, in the reds of cardinals, bishops, and monsignori, and dignity to the occasion. Academic gowns were of greater variety of colors though not so striking as those of the prelates. Large numbers of learned societies, as well as universities, were represented by delegates, though the more important universities were not represented by their presidents. There was a good representation from the embassies of many nations.

The Inauguration

The inauguration of the new rector, Bishop Bryan J. McEntegart, was accompanied by

the usual formalities. The Apostolic Delegate read the decree of appointment in Latin and then read an English translation. Archbishop Patrick A. O'Boyle, the chancellor of the university, read an enthusiastic account of Bishop McEntegart's services and pledged support of the trustees to the new rector. The new rector then gave his inaugural address. He saw for the future of the country and of the university "a dawn rather than a twilight." It was the light of dawn "that tints the mountain tops and beckons us on now toward new and greater horizons." He pledged the university to push out the bounds of knowledge and to make knowledge serve the needs of society.

President Eisenhower Honored

Especially striking were President Eisenhower's comments after he received the honorary degree based on the following citation:

"On this joyous occasion of the inauguration of our new rector, we extend a particularly cordial welcome to Dwight D. Eisenhower, president of our country, who so signally honors us by his presence at our celebration. In him we behold the supreme commander, who led the Allied forces to decisive victory in the recent world war, the

President of our Republic, who, while vigorously promoting co-operation among the nations of the world in the interests of peace, has been fearless in opposing and condemning Communism and the crimes committed in its name, and, finally, a distinguished citizen, who both in public and private life has always shown a marked respect for religion and its vital role in the preservation of our American institutions and way of life.

"The Catholic University of America, therefore, in acknowledgment of its deep admiration and respect for President Eisenhower and his outstanding achievements, takes special pleasure in conferring upon him the degree Doctor of Laws *honoris causa*."

President Eisenhower spoke about the special responsibility and the special opportunity in bringing about peace. Speaking from his high vantage point, President Eisenhower spoke significantly that in view of this responsibility and this opportunity, "I address the new rector in terms of envy. I should like to have that task." This came as the climax to these significant statements:

"I believe that in the university resides a great opportunity and a great responsibility to bring about a peace that is based upon the only durable values.

"Those who seek peace in terms of military strength alone, I am certain, are doomed to end up in the agony of the battlefield. There is no peace only in tanks and in guns and in planes and in bombs—even I am convinced there is no peace alone in edicts and treaties, no matter how solemnly signed. There is none in economic arrangements, no matter how favorable they will be. Not in these things alone. There must be knowledge, and there must be understanding to use knowledge. And

(Continued on page 26A)



A group attending the second national meeting of Franciscan Teaching Sisterhoods at the new Alverno College, Milwaukee, Wis., Nov. 27-28, 1953. (For brief description of the meeting see page 35A.)

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Your classrooms require a two-fold investment in young America... an investment in time to patiently teach the principles of America's greatness... and an investment in equipment which makes this teaching easier.

So that you can provide better teaching... Griggs provides better teaching equipment... comfortable, attractive, functional furniture that will last for years.



Griggs No. 1800 line of tables are available to you in a variety of colors, top sizes, styles, and heights to fit your needs.



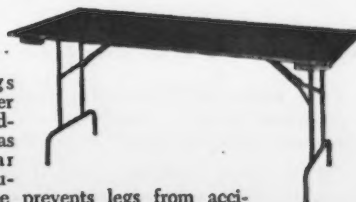
Skyliner No. 500 Chair Desks have the adjustable desk top with a large work area and plenty of storage space under the seat.



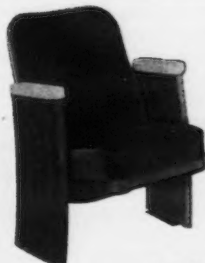
The Airliner No. 700 table with the 740 chair is available in eight sizes with hardwood plywood or Formica tops. Beautiful tubular metal comes in choice of five colors.



The Airliner No. 750L tubular lift lid table has a completely enclosed book box. The top is designed for easy opening and to prevent slamming.



The new Griggs folding tables offer all space saving advantages and are as sturdy as regular tables. New exclusive locking device prevents legs from accidentally opening or closing.



Griggs luxurious new line of auditorium seating gives you beauty and comfort that will last for years. Available in many styles and colors.

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Write him or direct to Griggs for Seating Catalog with full information on classroom seating.

Catholic Education News

(Continued from page 24A)

the understanding cannot be only of ourselves, and of our aspirations and of our hopes, and the knowledge that our purposes are pure. We must have understanding of others, and realize among other things that people the world over have, after all, many things in common.

"It is my unshakable conviction that no people, as such, wants war. On the contrary, I believe that the longing for peace among those people that we now must class as hostile

to us is as great as it is among us. Else, why would their leaders have constantly to urge upon them the argument that we know to be false, that the free world wants war?

"In this understanding, that I believe must undergird and substantiate the validity of any kind of peace treaty among the nations, is an understanding of the essential spiritual character of man. Here in such a university as this, it seems to me there is sort of a happy marriage between the determination to instruct in the spiritual and moral values of life, as well as to develop the intellectual capacity of the students. Only as they grasp these truths and learn to understand, to appreciate and to

sympathize with these longings of mankind, are we going to build a true peace.

"And so let us by no means neglect the strength that we must have, the military strength, the economic strength. Let us by no means neglect anything that we can do through the normal channels of diplomacy and by agreements among ourselves. But let us remember that we must achieve, first, among those who think somewhat as we do, a unity—a unity based upon an understanding of those basic aspirations and values. And then in that strength of unity, seek tirelessly to convince others that a world of peace will be a world of prosperity and happiness, the kind of world in which men can satisfy their natural longing—their material, their spiritual, and intellectual aspiration."

NCEA Convocation

The semicentennial convocation of the National Catholic Educational Association followed the inauguration ceremonies. Bishop Edward F. Hoban, the president general of the NCEA, stated the basic character of Catholic education in the main speech. Citations were given to the two past presidents of the National Catholic Educational Association—Archbishop Francis P. McKeough of Baltimore and Archbishop Joseph E. Ritter of St. Louis—for their general services to the Church rather than specifically to education. Rt. Rev. Msgr. F. G. Hochwalt read the citations and the president general of the Association made the presentation.

(Continued on page 32A)

"The Childhood of Famous Americans Series"

in the special School Edition

The first fifty volumes in this nationally recognized series were available in the special *School Edition* as of February 1, 1953. Fifteen further volumes in the *School Edition* are announced with the publication date of February 1, 1954. The sixty-five titles follow:

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Building News

IN CALIFORNIA

St. Nicholas, Los Altos

A new school building was dedicated November 1, 1953, for St. Nicholas Parish, Los Altos. The school is a low-slung structure with slanting roof allowing for light louvers, accommodating at present 193 pupils.

All classrooms open onto the outside play court. Each classroom has its own washbasin. Cloakrooms are separated from the classrooms by accordion folding doors. Rest rooms are provided with foot-pedal controlled sinks. Corridors are wide, bright, and long.

The building also houses a huge auditorium, floor marked for basketball, with sliding rows of seats under the stage, flush lighting in the ceiling, and paneling of Philippine mahogany. The auditorium can be converted readily into a cafeteria because of its high ceiling, bright walls, and kitchen facilities. Rev. Stanley J. Reilly is pastor of the parish.

St. Pius, Redwood City

A dedication ceremony on November 1, 1953, solemnly blessed the new school building for St. Pius Parish, Redwood City, along with the recently completed church. A sprawling structure of sand-colored stucco, trimmed with green along its Spanish style veranda, the school building follows the same general

(Continued on page 30A)

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- ✓ Spring-type suspension compensates for expansion, contraction and settlement—helps prevent the breaking or buckling of boards.
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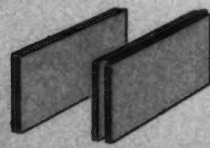
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- 6 Loxit Reversible Easel Boards.
- 7 Loxit Bulletin Boards of all kinds.
- 8 Loxit Display and Trophy Cases.
- 9 Loxit Technical Service available, without obligation, to architects, contractors and school authorities to help solve any and all problems in this field.

*Reg. U. S. Pat. Office

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RITE GREEN Chalkboards meet all classroom requirements. Excellent writing surface—easy erasing—strong—waterproof—washable. The color is just the RITE GREEN for low reflectivity and high readability.

The Tackboards are fabricated from ground cork, compressed under high pressure. Pins and tacks go into the cork easily—they hold tight—and the holes close when they are removed. In six colors.



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Budget-wise School Boards specify Weldwood products because they cost less to install and maintain, yet assure a lifetime of beauty.

Almost every community is faced with the problem of building new and better schools. Yet, never before has the taxpayer's dollar been expected to do so much.

That is why more and more school building authorities

are including low cost Weldwood products in their plans. Schools especially noted for their beauty and functional design have long since proved the immediate and long range economies possible through the use of Weldwood products.

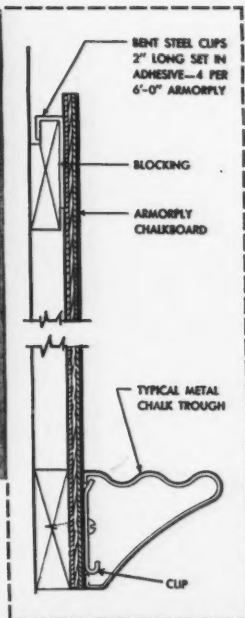
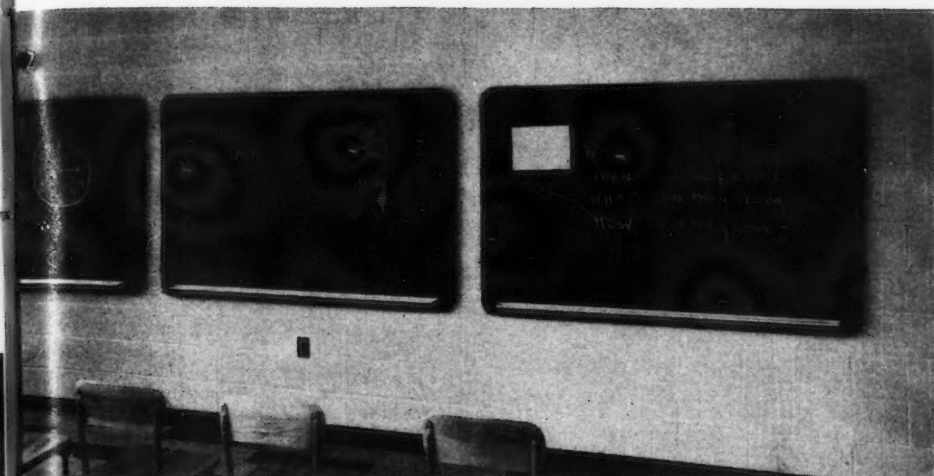
For further information see your local lumber dealer or write to any of the 60 United States Plywood or U. S. Mengel distributing units located in principal cities, or mail coupon.



WELDWOOD STAY-STRATE® DOORS AND FIRE DOORS (Pat. No. 2,593,050) have a special mineral core which prevents warping, shrinking or swelling. They are *unconditionally guaranteed* for the life of the installation. The Weldwood Fire Door carries the U.L.

Label for class B and C openings. Both types are available in a variety of beautiful woods. The light cutouts will not weaken the rigidity of the birch Weldwood Stay-Strate Doors shown at the Lake Hiawatha School, Troy Hills, N. J.

as well as the pupil

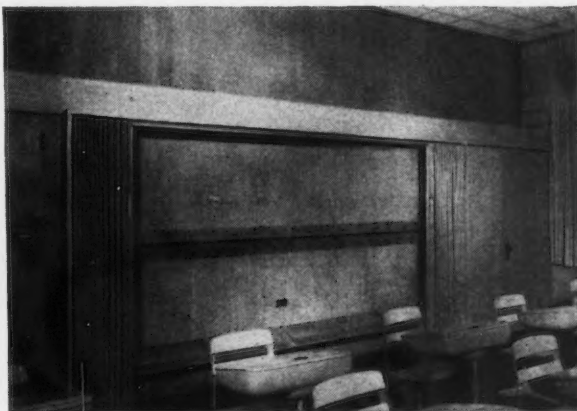


ARMORPLY* CHALKBOARD SAVES 30% on installation costs. No frame is needed. Cool green surface is easier on young eyes. Takes chalk beautifully. Porcelain-surfaced steel† face attracts small magnets, makes visual aids and physical demonstrations possible. Won't scratch, chip or crack. Armorply

Chalkboard is guaranteed for the life of the building. It will never need to be replaced and requires no maintenance beyond normal cleaning. Sketch shows how easily it attaches to wall. Above is typical Armorply Chalkboard installation at Fairlawn Junior High School, Fairlawn, N. J.



INEXPENSIVE NOVOPLY® WALL PANELING is being widely used for corridors and classrooms. Hard, crack-free surface keeps down maintenance costs. Easily installed, speeds building time. Novoply's warp-resistant nature makes it perfect for partitions, built-ins and sliding cloakroom doors. Available in pine or California redwood finish. Installation shown, Unqua School, Massapequa, L. I., N. Y.



WELDWOOD HARDWOOD PANELING has a permanent beauty unmatched by any other type of wall covering. Its first cost is its last because it is guaranteed for the life of the building. Available in almost any wood face desired—in a wide range of sizes. New prefinished panels eliminate costly on-the-job finishing. Illustration shows Weldwood oak paneling in Transfiguration School, Tarrytown, N. Y.

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Building News

(Continued from page 26A)

architectural lines as the church. The classrooms are so designed as to make maximum use of natural daylighting; each room looks out on an orchard.

Conducted by the Congregation of the Sisters of the Holy Cross, the school opened last fall to 149 pupils in three grades.

St. Martin, Sunnysvale

The new St. Martin school was solemnly dedicated October 31, 1953, in Sunnysvale. The slanting roof of the structure allows for louvers that admit only diffused morning sunlight, cutting all glare. Classrooms look out

into the play area and the orchard beyond. The building also contains a library, principal's office, clinic, book supply room, and inside incinerator.

Corridors are long and wide, with varicolored classroom doors to aid young pupils. Each classroom has its own unit heater, lockers, public-address outlet, and clock. The heating system is clock controlled.

The auditorium (used as church for more crowded Masses) has a broad, deep stage of light green plaster. A cafeteria section can be separated from the auditorium by means of drawing an accordion folding door. A modern, well-equipped kitchen serves the cafeteria.

IN INDIANA

St. Francis de Sales, Indianapolis

A new one-story, red brick school building

was opened November 16, 1953, to 360 children of St. Francis de Sales Parish, Indianapolis.

Eight classrooms are located on the first floor, with a full basement containing the principal's office, cafeteria, and auditorium with seating capacity of 375 persons.

The entire parish plant, rectory, convent, and school is heated by a central heating plant. Rev. Joseph Clancy is pastor.

Paul Schulte High School, Terre Haute

A \$400,000 co-educational high school was dedicated November 1, 1953, in Terre Haute. The school, which boasts of an enrollment of 260 pupils, is built in a "T" formation, with an attached gymnasium forming the lower part of the "T." The gymnasium seats 2100 persons.

The first floor includes administrative offices, vocational department, home-economics department, science lecture halls, and laboratories, and a spacious cafeteria. Ten classrooms are on the second floor of the two-story structure, as well as a chapel and modern library.

IN MARYLAND

St. Catherine Laboure, Wheaton

A new school building for St. Catherine Laboure Parish, Wheaton, was opened to 424 students early in October. The one-story building, containing ten classrooms, is constructed of prestressed and precast concrete. The exterior is of rose brick, with green and rust-colored trimming.

The practical interior features are acoustical ceilings, tile floors, and a drop ceiling in the hall to provide additional ventilation. All classrooms are square, to bring the children closer to the front of the room; wardrobe space is provided behind poster boards at the rear of the rooms.

The kindergarten has one entire wall of glass, and an indoor extension of the flower garden to facilitate nature study within the classroom.

The school is conducted by the Sisters of Charity of Emmitsburg; Rev. Wm. J. Russell is pastor of the parish.

IN MISSOURI

Our Lady of Good Counsel, Bellefontaine Neighbors

A modern fireproof school building was dedicated November 29 for a recently established parish (1951), Our Lady of Good Counsel, Bellefontaine Neighbors. Erected at a cost of \$500,000, it contains a church with a seating capacity of 700 (later to be converted to a gymnasium), and the school with eight classrooms, a library, kindergarten, cafeteria, and administration rooms.

Some modern features of the school portion are asphalt tile floors, concrete masonry walls, and glass block windows with aluminum sash. The cafeteria is divided with accordion partitions to provide for play space for the children and meeting places for parish organizations.

IN NEW JERSEY

Holy Trinity High School, Westfield

A new two-story structure of contemporary design has been named Holy Trinity High

(Concluded on page 32A)

Science Teachers Report

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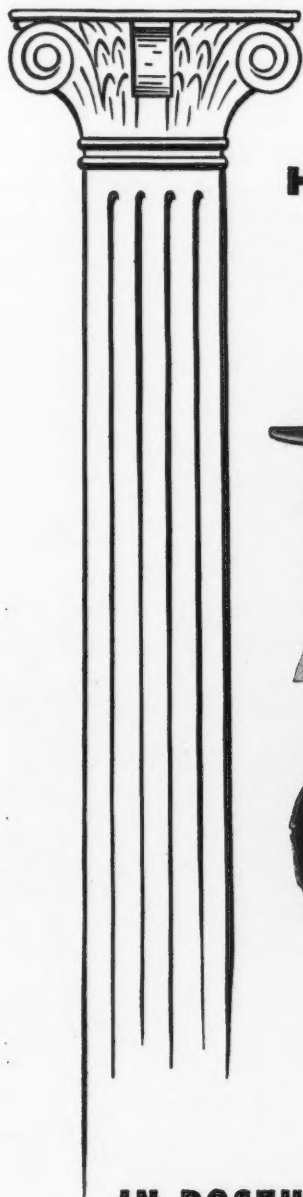
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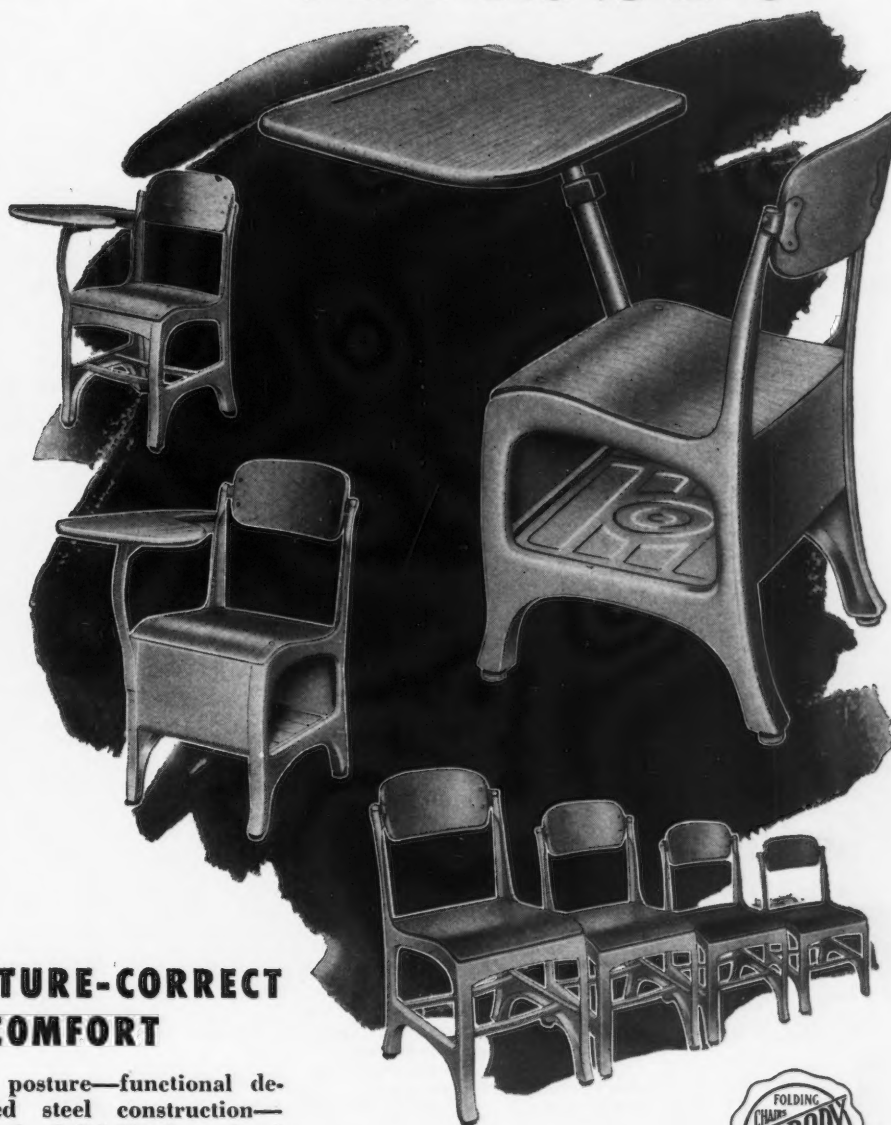
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PEABODY

NORTH MANCHESTER, INDIANA

Building News

(Concluded from page 30A)

School, and dedicated November 1, 1953. The exterior is of buff colored brick and limestone and granite trim. Construction is fireproof throughout with brick walls, concrete columns, beams, floor, and roof construction, with steel trusses over the auditorium-gymnasium.

The first floor of the school building contains the administrative offices, nurse's room, guidance room, teachers' rooms, and five classrooms. In addition there are physics laboratory, general science, and commercial rooms, with adjoining work and bookrooms, plus storage space.

Seven classrooms are located on the second floor along with a library and the librarian's office, teachers' room, and book and storage space. There are also demonstration kitchens with necessary storage rooms, and a large all-purpose room which may be used for elocution, music, or domestic science.

The cafeteria, seating 500 persons, with modernly equipped kitchen is located in the basement.

Floors of the auditorium-gymnasium are of maple block. Terrazzo has been laid in corridors, stairhalls, cafeteria, and locker rooms, with asphalt tile floors in attractive colors in classrooms. Walls of corridors, stairs, cafeteria, and locker rooms are of glazed facing tile, and in classrooms they are pastel-tinted plaster. Lockers are recessed in corridor walls.

Classroom chalkboards are lucite glass with aluminum trim. A complete two-way speaker system between the principal's office and all classrooms has been set up, with a separate speaker system in the auditorium.

IN PENNSYLVANIA

St. Michael of the Saints, Germantown

The cornerstone of the new St. Michael of the Saints Parish school was laid and dedicated September 27, 1953. The new building, of ranch-type construction, has eight classrooms and facilities on the ground floor level.

The classrooms have been arranged around the central entrance corridor and the connecting main school corridor, with vestibules and exits at each end of the main school corridor. Classrooms have continuous blackboards on the focal wall and the corridor wall over which has been placed cork chartboards. Wardrobes are recessed into the rear walls. All the walls are painted in pastel colors.

The floors are of concrete over which has been laid asphalt tile of varied patterns in classrooms and corridors.

Rev. Peter J. Cavallucci is pastor of St. Michael of the Saints Parish.

Catholic Education News

(Continued from page 26A)

AD MULTOS ANNOS

★ Five priests were honored recently at celebrations marking the golden jubilee of their entry into the Society of Jesus. They are:

REV. ARTHUR A. O'LEARY, S.J., president of Georgetown University from 1935 to 1942 and prior to that professor of philosophy and religion at various institutions.

REV. WILFRED PARSONS, S.J., top editor of *America* from 1925 to 1936, is the author of many books, among them *Mexican Martyrdom*, *The Pope and Italy*, *Church and State*, and *Social Teaching of the American Hierarchy*. He is also well known as a professor of political science.

REV. MOORHOUSE F. X. MILLAR, S.J., of Fordham University, one of the early contributors to *America* and *Thought*, Fordham's quarterly review, is well known for his studies in political philosophy.

REV. JOHN J. MURPHY, S.J., has held teaching positions at Georgetown University, Fordham University, and other Jesuit educational institutions.

REV. CHARLES M. KLEINMEYER, S.J., best known as an administrator, was financial adviser, during World War II, to Rev. Lawrence C. Gorman, S.J., then president of Georgetown.

HONORS AND APPOINTMENTS

Marianist Award

ROGER BRIEN, Canadian journalist and author and Commander of the Papal Order of St. Gregory the Great, is the 1953 recipient of the Marianist Award which was established in 1950 by the Society of Mary and the University of Dayton.

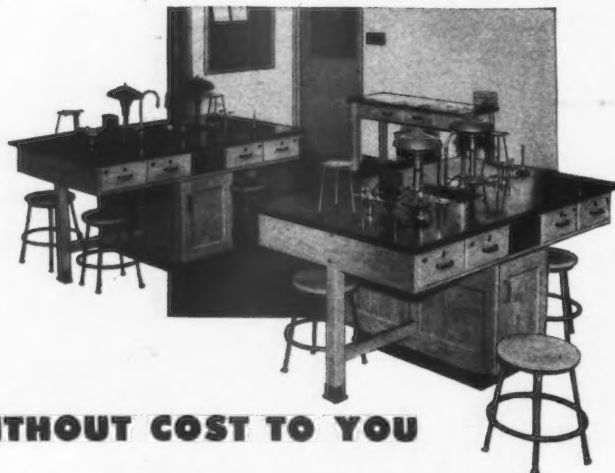
Mr. Brien, a prominent Marian scholar, is known internationally as editor of *Marie*, organ of the Marian Center of Canada. He has written many Marian poems and a number of books.

Previous winners of the Marianist Award were Rev. Juniper Carol, O.F.M.; Rev. Daniel A. Lord, S.J.; and Rev. Patrick Peyton, C.S.C.

The Xavier Medal

HIS EMINENCE FRANCIS CARDINAL SPELLMAN
(Continued on page 34A)

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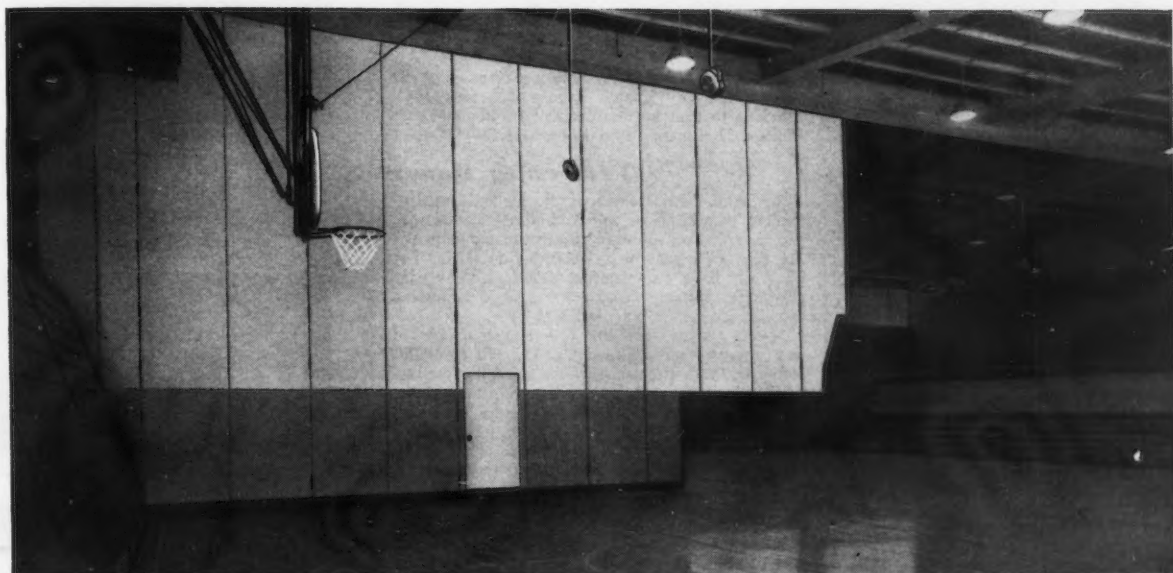


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Catholic Education News

(Continued from page 32A)

has received the first annual Xavier Medal. The award will be bestowed each year by the Society of Jesus upon the priest or pontiff who has done the most for foreign missions.

Serra Award

CLARENCE H. HARING, professor emeritus of Latin American history at Harvard University, is the recipient of the 1953 Serra Award of the Americas. The award is made annually by the Academy of American Franciscan History, Washington, D. C., for notable contributions to inter-American culture.

For the President

MOST REV. BRYAN J. MCENTEGART was installed as president of the Catholic University of America on November 19. At the installation convocation, the University conferred the honorary degree of doctor of laws upon PRESIDENT EISENHOWER. Most Rev. Edward F. Hoban, president of the National Catholic Educational Association, addressed the assembly which included three cardinals and 150 members of the hierarchy.

New Education Head

RT. REV. MSGR. FRANCIS J. HOULAHAN, PH.D., was recently appointed head of the department of education at the Catholic University of America. The nine faculty members of the department of education selected Msgr. Houlahan for the position in a recent election.

Monsignor Houlahan has been a member of the faculty of the Catholic University since 1947. Previous to that he was dean of studies at Loras College, Dubuque, Iowa, since 1941.

Fraternity Honor

RT. REV. MSGR. CARROLL F. DEADY, superintendent of schools of the Archdiocese of Detroit, was awarded an honorary life membership in the Mu Sigma Pi fraternity, December 11, 1953. The fraternity is an organization of Wayne University (Detroit) graduates who are industrial education teachers in schools and industry.

Msgr. Deady was the unanimous choice of the fraternity for this year's award. His foresight, planning, and efforts, have resulted in the establishment of a system-wide program of drafting and other shop subjects. This program of industrial education in parochial schools has brought him national recognition, and led to the decision to name him the outstanding contributor in the field of industrial education for 1953.

REQUIESCANT IN PACE

● MOTHER MARIE HELENE FRANEY, superior general of the Sisters of Providence and president of Saint Mary-of-the-Woods College from 1949 to 1953, died, November 23, in the 55th year of her age and the 35th year of her religious profession.

● VERY REV. JOHN J. CLIFFORD, S.J., president of St. Mary of the Lake Seminary's (Mundelein, Ill.) pontifical faculty and dean of studies, died October 20, at the age of 70. He had been a member of the major seminary faculty since 1923, serving as professor of moral theology until 1941, at which time he was appointed dean of studies and president of the pontifical faculty.

● BROTHER JOHN CULPINARI, a Salesian Coadjutor for 60 years, died October 25, at Don Bosco College, Newton, N. J. He was 86 years of age.

● MOTHER MARY EVARISTUS, third superior general of the Sisters of Charity of Halifax, N.S., died at St. Stephen's Convent, Halifax, on

(Continued on page 35A)

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Catholic Education News

(Continued from page 34A)

October 19, 1953, at the age of 73. Just a year ago Mount St. Vincent College celebrated her diamond jubilee and paid honor to her as its foundress.

● MOTHER M. APOLLONIA MENNER, former provincial superior of the Sisters of Divine Providence, died November 1, at the community's mother house, Providence Heights, Allison Park, Pa. Mother Apollonia was professed a Sister of Divine Providence 61 years ago.

CONTESTS

Home Ownership Contest

For the second successive year the National Association of Home Builders announces an essay contest for school students on "Why Home Ownership Builds Good Citizenship." The purpose of the contest is to emphasize building better citizenship through home ownership, and the theme should be particularly appealing to classes in social studies, home economics, civics, and citizenship.

Any boy or girl aged 10 to 18 inclusive, enrolled in a public, private, or parochial school within the confines of the U. S., may enter the contest. Prizes include some \$1,000 in cash awards, plus a trip to Washington, D. C., for the grand prize winner and his teacher-sponsor, and a bronze plaque as lasting reminder will be presented to each school which sponsors a winning entry. Judges will be nationally prominent civic leaders.

Contest entries are limited to 600 words and must be posted not later than midnight, April 1, 1954.

For full details teachers may write to the Educational Director, National Association of Home Builders, 1028 Connecticut Ave., N.W., Washington 6, D. C.

EDUCATIONAL MEETINGS

Franciscan Sisters

"Theology in Daily Life" was the theme of the second national meeting of Franciscan Teaching Sisterhoods held at Alverno College, Milwaukee, Wis., November 27-28, 1953.

The conference was opened with a high Mass and sermon by Rev. Ladislaus Surak, O.F.M. Conv., minister provincial, St. Bonaventure Province, Lake Forest, Ill.

An address of welcome was given at the first general session by Mother M. Corona, O.S.F., superior general of the School Sisters of St. Francis. This was followed by a brief address on "Theology: Science and Art" by Rev. Pius Barth, O.F.M., president of the Franciscan Educational Conference.

Topics for discussion included: Theology in the Life of Our Sisters; Teaching Catechism; Developmental Religion for Adolescents; College Religion; Religious Education for Nurses; Theology for the Laity; Education for Young Religious; Theology and the Library; Franciscan Virtues; and Franciscan Theology and the Education of the Will.

CHRISTIAN SOCIAL LIVING WORKSHOP

More than 100 Sisters from eight orders attended the Curriculum Workshop in Christian Social Living at Loretto Heights College, Denver, Colo., last summer. Primary and intermediate divisions were conducted by Sis-

(Continued on page 36A)

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Catholic Education News

(Continued from page 35A)

ter M. John, O.P., of Alhambra, Calif., and Sister M. Johanna, S.S.N.D., of Rochester, N. Y., respectively. Sister F. Francine, S.S.N.D., of Milwaukee, Wis., conducted the upper division and directed the entire workshop.

Guiding Growth in Christian Social Living, by Sister M. Joan, O.P., and Sister Nona, O.P., was the basic textbook; *Better Men for Better Times*, by Msgr. George Johnson and the *Faith and Freedom Readers* were supplementary textbooks.

Subject matter fell into four main divisions:

Part I: *Knowing God and the World He Made*. This included religion, science, health, and physical education.

Part II: *The Study of Peoples*. Social studies—history, geography, and citizenship.

Part III: *The Child's Search for Beauty*. This included music, art, literature, and the communications arts.

Part IV: *Skills in the Curriculum*. Reading, language skills, study skills, and arithmetic.

The course was enriched by audio-visual aids, lectures, and informal conferences. The class examined and evaluated new teaching materials including books, film strips, films, recordings, etc. The workshop was concluded with a technicolor film showing Corpus Christi School in New York where the Christian Social Living program is carried out in detail and where the "traditional" and the "progressive" are happily blended.

DIOCESAN REPORTS

Diocese of Brooklyn

The latest annual report of Rt. Rev. Msgr. Joseph V. S. McClancy, LL.D., superintendent of schools for the Diocese of Brooklyn, appeared in *The Tablet*, November 14. This report on the school year 1952-53 is of more than usual interest since it comes in the centennial year of the founding of the diocese.

In the summer of 1853, Pope Pius IX created the diocese embracing the territory of Long Island, and on October 30 of that year Bishop John Loughlin was consecrated. He served for 38 years. On May 1, 1892, Bishop Charles E.

McDonnell became the ordinary. In the fall of 1921 the present and third bishop, Most Rev. Thomas E. Molloy took over.

In 1853 there were only two Catholic schools in the diocese; in 1921 there were 112 parish schools; and in 1953 there are 226 elementary and 52 high schools. The principal work of the first two prelates was to build up much needed parishes on the Island, although many schools were started by Bishop McDonnell. Since 1921 Bishop Molloy has added 114 new elementary schools and 29 high schools, besides replacing 25 old elementary and 7 high schools. During the school year of 1952-53, four new high schools were blessed.

COMING CONVENTIONS

Feb. 13-18. **National Society for the Study of Education**, Atlantic City, N. J. Secretary: Nelson B. Henry, c/o the Association, 5835 Kimbark Ave., Chicago 37, Ill. (in conjunction with AASA). No exhibits.

Feb. 27. **CLA, Philadelphia Unit**, Bellevue Stratford Hotel, Philadelphia. Chairman: Margaret Henrich, Villanova College Library, Villanova, Pa. Exhibits: Bro. Edmund Joseph, F.S.C., La Salle College Library, Philadelphia 41, Pa.

SCHOOL NEWS

Diocese of Wheeling

Rev. Daniel M. Kirwin, superintendent of schools of the Diocese of Wheeling (W. Va.) has appointed two committees of teachers—one to recommend a course in elementary science for all the grades, another to devise a uniform grade school report card.

Rosaries for Missions

Francis Winkel, 67829 Main St., Richmond, Mich., has asked the editors to announce that he repairs rosaries and other small religious articles which he sends to religious orders for the missions.

Free Labor School

The city of Los Angeles, Calif., with the second largest Mexican population outside Mexico City itself, has a free school for workmen in the heart of the Mexican district. Called the Padre Serra Labor School, it is housed in a parish school building which administers to thousands of Mexican families nearby.

Established under the supervision of Rev.

Joseph Kearney, chaplain of the Catholic Labor Institute, the school runs free eight-week courses in the evening. Teachers of the courses include: Rev. Thaddeus Shubsda; Thomas Talavera, International Ladies' Garment Workers Union official; Councilman Edward Roybal, the city's first Spanish-speaking councilman since the early 1900's; Anthony Rios of the Community Service Organization; and other experts in the field of labor relations.

SIGNIFICANT BITS OF NEWS

A Catholic, Catholic School

A noteworthy achievement is the establishment of an international Catholic elementary school for boys in Munich, Bavaria, and the inauguration of a new curriculum in teachers' colleges in other parts of Germany. This news comes from the Commission on American Citizenship of the Catholic University of America.

The Munich school, a Catholic country day school, is revolutionary because it is distinctively a Catholic school—not a so-called confessional school where religion is taught separately and in addition to the standard public school curriculum. The new school holds classes in religion daily and integrates the practice of religion into the daily lives of the students.

The new school grew out of the interest of three educators, two Germans and an American: Dr. Anton Fingerle, superintendent of schools for the city of Munich; Frau Marga Mueller, a prominent authority in teaching; and Mrs. Edward Kirchner, who has had experience in schools in Mexico and the United States.

The founders have followed closely the philosophy and methods of the Commission on American Citizenship. They are translating into German the Commission's curriculum, *Guiding Growth in Christian Social Living*, and its textbooks, the *Faith and Freedom Readers*, as well as using the English texts for both German and non-German pupils.

Although Bavaria is largely Catholic, its confessional schools have generally used the Bismarckian plan of a common secular education for both Catholic and Protestant students, with separate courses in religion given once a week. The new Catholic school offers daily courses in religion taught by lay teachers under the immediate supervision of priests who take the classes once a week.

The school has begun with kindergarten and first grade and will add the other grades as the students progress.

(Continued on page 38A)

SISTERS AT THE SOCIAL LIVING WORKSHOP



Education Is Life. Relating the curriculum to every day living was studied at the Loretto Heights Workshop. Sister M. Bartholomeu, O.S.J.; Sister Francine, S.S.N.D.; and Sister Marie St. Aubyn, C.S.J., are exploring recreational activities.



Sister Herman, C.S.J.; Sister Vivian, O.S.F.; Sister Marie John, O.P., director of the primary section; and Sister M. Xavier, O.S.F., are exploring the problem of making the curriculum Catholic.

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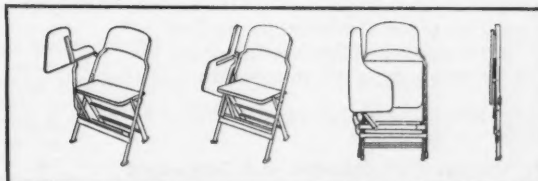
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Catholic Education News

(Continued from page 36A)

COLLEGES AND UNIVERSITIES

Outstanding Library

St. Louis University is planning a Pope Pius XII Memorial Library which will contain the microfilm reproductions of more than 600,000 manuscripts of the Vatican Library.

The new library building, to cost from 4 to 5 million dollars, will be started late in 1954. The Knights of Columbus have underwritten the cost of microfilming the manuscripts from the Vatican Library. The work is one third complete and films already made are now available to scholars.

Film on St. Louis University

A documentary film summarizing the history of St. Louis University since its founding 135 years ago was shown recently to the Advertising Club of St. Louis. It points out that the university is the seat of the world's largest Catholic medical center and the nation's largest Catholic university library, and that St. Louis University was the first federally approved air training college in the United States.

Drama of Shakespeare's Time

The Manhattan College Players (Manhattan College, New York City) staged the Shakespeare play "Tragedy of Coriolanus," December 4 and 5. To show how it was done in Elizabethan times, much of the action was in the orchestra pit and the aisles. Junior and senior students did the acting, except that the leading lady, who played

Valumnia, was a professional, Helen Armesto. The director was John D. Mitchell, assistant professor of speech.

Blessed Martin Scholarship

A four-year, full-tuition scholarship, to be known as the Blessed Martin Center Scholarship, has been established at Albertus Magnus College, New Haven, Conn., which is conducted for women by the Dominican order.

The scholarship will be granted annually to a qualified Negro girl living in the New Haven area. It is open to Catholics and non-Catholics, who must obtain a letter of recommendation from their high school principal and the director of the Blessed Martin Center before taking the qualifying tests.

Scholarships for Trade Unionists

Manhattan College has announced three scholarships for a year's study in labor and management. The scholarships are named in honor of Rev. John Monaghan, of St. Margaret Mary Church, Midland Beach, Staten Island, and national chaplain of the Association of Catholic Trade Unionists.

Enrollment Trends

A news release of October 16 from St. Louis University predicts a total enrollment in credit courses slightly in excess of last semester's enrollment. A total of 478 veterans of the Korean war were enrolled at date of the report in contrast to 120 last year. There were 167 foreign students with Africa, Jordan, Latvia, Siam, and Turkey among the countries represented. The institute of technology showed a gain of 22 per cent, reflecting the current demand for engineers. The school of medicine reported 499 compared to the 503 last year.

Latin-American Conference

A Latin-American conference was held at St. Mary's College of California, on October 31. The conference, under the auspices of the alumni association discussed: the History of Latin America; the Good Neighbor Policy; the Church in Latin America; and Latin Americans in California.

De Paul's Development Program

Very Rev. Comerford J. O'Malley, C.M., president of De Paul University, Chicago, has announced the beginning of a development program to raise five and a half million dollars during the next five years for the university's needs — new buildings, some endowment, increased salary schedules for the faculty, student scholarships, and adult education. The program has been endorsed by His Eminence Cardinal Stritch, chancellor of the university.

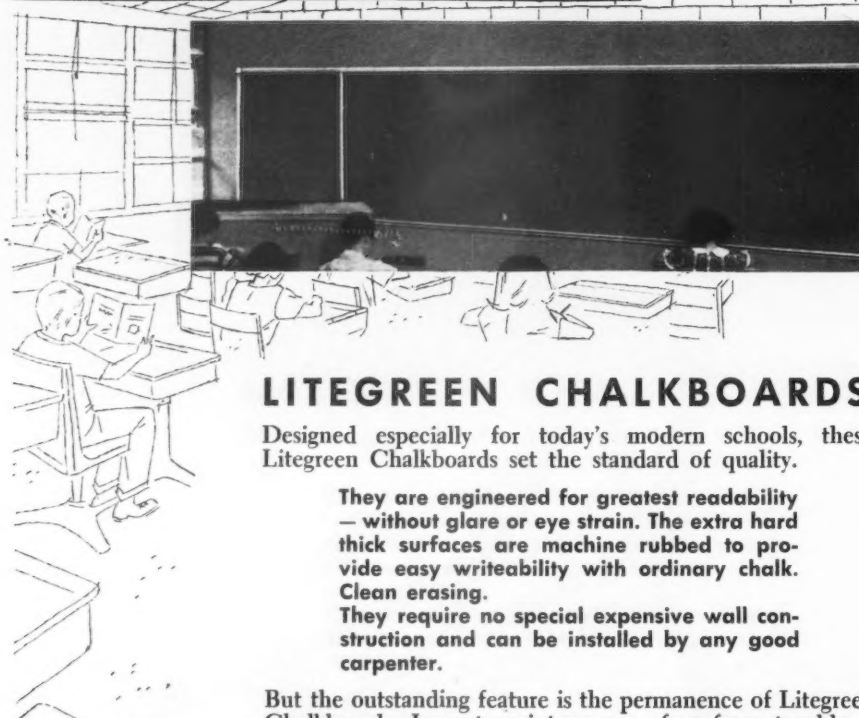
The first project will be an all-purpose auditorium for physical education and cultural activities at an estimated cost of \$1,200,000 of which alumni and students have already contributed almost \$250,000.

In announcing the development program, Father O'Malley said: "The mission of the Vincentian Fathers at De Paul has been to make it possible for able men and women with limited finances to improve their opportunity and better their condition through higher education."

De Paul University was founded in the fall of 1898 as St. Vincent's College, at the request of Archbishop Feehan. Nine years later it was chartered as the first Catholic university in the state of Illinois. It claims to be the first Catholic school in the nation to operate as a co-educational institution with the admission of women in 1911. Its only endowment has been the contributed services of the Vincentian faculty which have been appraised as equivalent to the annual income of an endowment of \$5,000,000.

(Concluded on page 41A)

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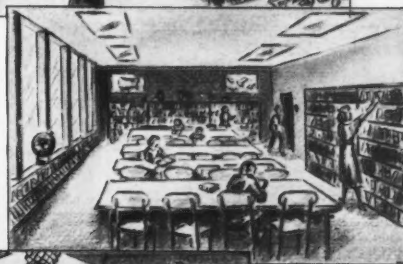
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matic equipment is very low—the only expense being the operation of a small compressor to supply air pressure. Across the nation, thousands of schools of all types and sizes, enjoy the many advantages of Johnson *Pneumatic* Temperature Control.

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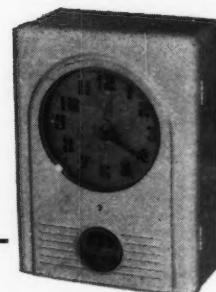
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Catholic Education News

(Concluded from page 38A)

Religion in Colleges

Rev. Paul Reinert, S.J., president of St. Louis University, declared in a recent speech that every college could—and should—have a department of religion staffed by teachers of the major faiths. He said that attempts to teach a religious "common denominator" acceptable to all are "futile and doomed to failure." He maintained that students should be required "within the limits of the rights of conscience" to take courses either in basic moral living or in religion as taught by experts of the various denominations.

Religion, he held, must be recognized by colleges and universities as having valuable intellectual content rather than being only "a matter of faith, feeling, and emotion." Father Reinert said that, with correct planning, religion can be taught even in tax-supported institutions "without violating the present attitudes of many of our legislators and the current interpretation of the First Amendment by a large segment of the American people." The occasion for his speech was a session of the annual meeting of the American Council on Education, in Washington, D. C.

College Jubilee

The College of New Rochelle, New York, began observance of its golden jubilee with a program of activities October 10. Among the events planned is the presentation of awards, called the St. Angela Merici Awards, to members of the alumnae association who have achieved a record of loyalty and service "to their Church, their college, and their respective communities." The awards will consist of individual citations and gold medals.

Vocations Booklet Praised

The Need for Vocations, a booklet outlining the role of the priest in fostering vocations, has been distributed to all priests of the New York Archdiocese. Written by Msgr. Aloysius F. Coogan, vice-chancellor of the archdiocese and director of vocations, the booklet stresses the critical need for more priests in America and throughout the world.

The booklet has been highly praised by Joseph Cardinal Pizzardo of the Sacred Congregation of Seminaries and Universities in a letter to Francis Cardinal Spellman. The author, Msgr. Coogan, wrote the lead article in the March, 1953, Vocations Number of the CATHOLIC SCHOOL JOURNAL.

THE MARCH OF DIMES

The March of Dimes will be conducted from January 2 to January 31, 1954, by the National Foundation for Infantile Paralysis. The Foundation will need 50 per cent more money in 1954 than it used in 1953.

The Foundation has, during the past 16 years, used \$20,500,000 for research. Three types of polio virus have been identified as causes of paralysis. A temporary preventive, a product of human blood called Gamma Globulin, has been found helpful in checking epidemics.

Now the Foundation's research laboratories have developed a vaccine that promises to give permanent protection. The new vaccine has passed laboratory tests and is being tested on human beings.

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New Books of Value to Teachers

The Education of Exceptional Children

By Arch O. Heck. Cloth, 514 pp., \$6. McGraw-Hill Book Company, Inc., New York 36, N. Y.

This new edition of the author's 1940 book has the same basic organization as the original, but the chapters have been thoroughly revised and rewritten. Parts I, II, and III deal respectively with the education of socially handicapped, physically handicapped, and mentally exceptional children. Part IV discusses the problems of ad-

ministration involved in educating these groups. The author states his purposes as follows:

1. He aims to set forth the objectives of educators in properly caring for and educating exceptional children.

2. He outlines the basic principles to be observed in the education of exceptional children.

3. He considers in some detail the various practical problems encountered in caring for and educating these children.

4. He presents accounts of how various cities and states are actually handling these problems.

5. He outlines in great detail the responsibilities that parents, teachers, principals, superintendents, and laymen must assume if mental, physical, and social handicaps are to be prevented.

In the reviewer's judgment, the author has accomplished his aims in a scholarly, well-organized book which should be useful not only

as a textbook, but also as a handbook for all educators who have responsibilities for the education of exceptional children.—*John P. Treacy*

Memoirs: The Seminary of Montezuma

By Very Rev. Msgr. James M. Powers, LL.D. Cloth, 225 pp. Published by the Mack Printing Co., Erie, Pa.

The Seminary of Montezuma, in New Mexico, was first seriously proposed in 1935, and was opened in 1937. Since 1936, the Catholic Bishops of the United States and the faithful contributed upwards of \$1,500,000 to the establishment and maintenance of the institution. The present contribution is approximately \$100,000 annually.

Since its opening, the Jesuit faculty of the Seminary has provided theological and philosophical education for more than 3700 students, and has returned to Mexico 764 priests to serve the Church and the Mexican people as pastors, teachers, etc.

Published within 13 years after Montezuma was organized, this book tells its story principally in the form of original documents—letters, minutes of meetings, telegrams, and personal notes of the bishops and others connected with the project. The credit for the work is given to the energetic chairman of the Committee of American Bishops, Most Rev. John M. Gannon, Bishop of Erie, and to the members of the Committee. The author and editor is quite right when he characterizes Montezuma simply as one of America's finest charities.

Father Peyton's Rosary Prayerbook

By Frater M. Charles, O.C.S.O. Imitation leather, 256 pp., \$1. The Family Rosary, Inc., Albany 3, N. Y.

Briefly and beautifully told stories of the 15 mysteries of the Rosary, followed by 12 modern meditations on each group of mysteries—36 meditations in all. The user of this book will feel the way Father Peyton does when he says in the preface of the book: "The Rosary is not merely a series of prayers to be recited; it is a series of thoughts to be dwelt on, to be turned over in mind, to be applied in daily life. To say the Rosary well demands that it show results, that those who pray the Rosary well get up from their knees and lead different lives." This little booklet should help the individual or the group do exactly that.

J. Robert Oppenheimer and the Atomic Story

By J. Alvin Kugelmass. Cloth, 180 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

Here is an exciting account of the life of "the man who built the atomic bomb" and the dramatic incidents that led to the development of atomic energy. It is the story of J. Robert Oppenheimer who, at the age of nine, was marked as a genius destined for a brilliant future and who, presently, dislikes to talk of his boyhood, dismissing it by calling it an uncomfortable childhood. It is the story of a man gifted in many fields, known and confided in by many notables in today's news columns, a man who is as casual and unaffected by his fame as his unpressed tweeds suggest.

It is also the Atomic Story: the story of the race for the discovery of the bomb, and a remarkably clear explanation of atomic energy—how it works, what it is, what it means to the world, and how it can benefit as well as harm mankind.

This book combining science and biography should be of great interest to high school students, especially those with scientific leanings.

And the Light Shines in the Darkness

By John V. Bainvel, S.J. Cloth, 240 pp., \$3.50. Benziger Brothers, Inc., New York 8, N. Y.

Among the many reasons why this age is called the Age of Mary, not the least important

(Concluded on page 44A)



The new Berlin EZ-A-WAY Bleachers are your answer to indoor spectator seating problems . . . one row or the entire bleachers can be extended for use . . . one man can easily open and close them . . . they provide maximum seating in the space available . . . when not in use they fold back into the minimum space and you have the maximum floor space for other activities.

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make a "heart of the ball" that will
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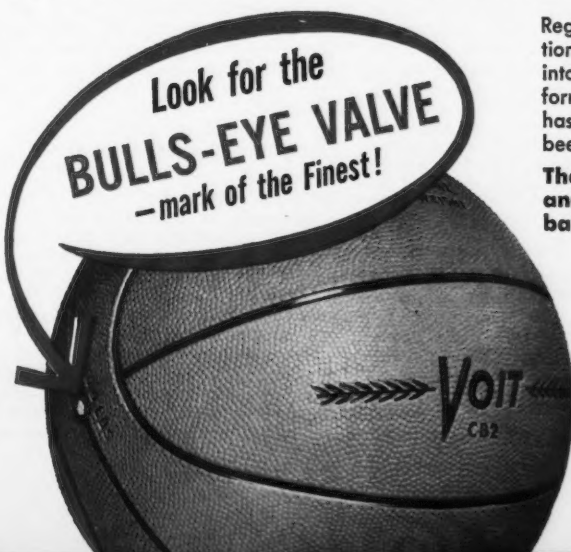
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Look for the
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The new Voigt Rubber-covered Balls give better performance and longer wear than ever before—can save 1/3 to 1/2 of the ball buyer's budget!

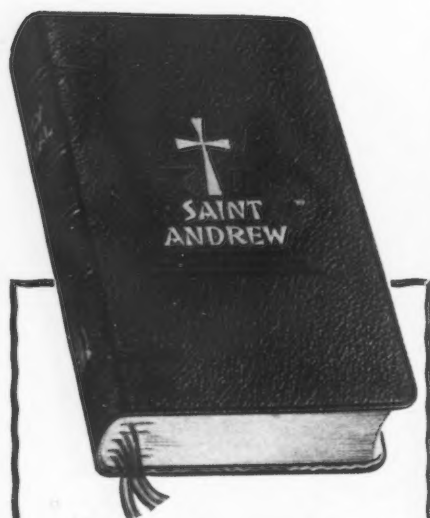


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New Books

(Concluded from page 42A)

is the very extensive Marian literature, both doctrinal and devotional, which has appeared during recent years, both here and abroad. A significant place in that literature belongs to this work, by a distinguished professor of the Catholic Institute of Paris, Father Bainvel, S.J., long a recognized master of theology and the author of numerous scholarly works.

This study is admirable in its penetration and its surety . . . the heart of Mary is one of the Christian's most precious treasures. He who helps us to know and to love this heart better, thereby enriches our whole life; hence we are much indebted to Father Bainvel for having so intimately revealed to us Mary's heart. A most suitable study for the Marian Year.

The Teaching of Foreign Languages in the Elementary School

By Theodore Anderson. Heavy paper, 120 pp., \$1.25. D. C. Heath & Co., Boston, Mass.

A preliminary edition of a forthcoming cloth-bound volume containing valuable and interesting information and help in initiating the teaching of foreign languages in elementary grades. The author, mentioned by Sister Georgiana, S.P., in her two-installment discussion of the same subject (Nov. and Dec. issues of the CATHOLIC SCHOOL JOURNAL), answers such questions as the following: Why begin languages in the elementary school? How do you start? What should be the second language? At what age is it best to begin a second language? Should languages be offered to all or only to selected pupils? Who should teach languages?

Advice on fitting a foreign language into the curriculum is also included, along with a selected bibliography of available materials and sample lessons and a key.

With the Bible Through the Church Year

By Richard Beron, O.S.B., and Mary Perkins. Cloth, 244 pp., \$4.95. Pantheon Books, Inc., New York 14, N. Y.

This excellent volume of Bible stories has many unusual features. It gives a full survey of the Old and the New Testaments, including Acts and the Apocalypse, always stressing, as its central message, the "Good News" of the Coming of the Redeemer. It intersperses the narrative prose texts with many selections from the Psalms and Canticles which complement the stories and stress their spiritual meaning. Lastly, but most significantly, it sets the Bible tales within the framework of the liturgical year.

The author-editor, Father Beron, of the Benedictine Abbey Beuron, aims to introduce families and young people to the whole tradition of Christianity; to make them familiar with the beauty of Biblical thought and language; and to make them realize the relation between Holy Scripture and the Church Year. In our opinion he has accomplished his purpose, while the readable type and simple, graceful illustrations add their contribution. The book deserves a place in every home, and should be best received by young families.

Meditations for the Family Rosary

By Joseph A. Breig. Glossy paper, 64 pp., 15 cents. Catechetical Guild Educational Society, St. Paul 1, Minn.

Meditations on the 15 mysteries of the Rosary adapted to modern family living. The Annunciation to Mary of her motherhood is given its counterpart in today's mothers, the Agony is reflected in family sufferings and disasters, the Scourging of Christ is repeated in personal

cruelty, the Resurrection is depicted as a family reunion of Christ and His mother, Mary's Assumption gives us promise of the assumption of our own souls into heaven.

In addition to the actual meditations, there is an introduction giving some practical suggestions on recitation of the Rosary by children and within the family circle. Individuals, block rosary groups, parish rosary societies, as well as families will find the booklet interesting and helpful.

Mary Talks to Us

By Don Sharkey. Glossy paper, 64 pp., 15 cents. Catechetical Guild Educational Society, St. Paul 1, Minn.

A new series of stories of our Lady's apparitions and requests beginning with her appearance to Catherine Laboure in Paris in 1830 and including the appearances at LaSalette, Lourdes, Pontmain, Pellevoisin, and Fatima. Don Sharkey herein provides new food for thought.

Communist-Socialist Propaganda in American Schools

By Verne P. Kaub. Cloth, 192 pp., \$2.50. Meador Publishing Co., Boston, Mass.

The author explains on the title page of this book its content and purpose; "a documented study of the role National Education Association is taking in the indoctrination of the youth of our country with the ideology of Communism-Socialism." A study of official documents of the N.E.A., and of public statements of educators high in the Association, have convinced the author that, since the middle 1930's, there has been a constant emphasis on social purposes of education as the primary objective of the public schools, and these purposes are in effect socialistic, materialistic, and antagonistic to the basic philosophy of American life.

The book is written from the standpoint of a Christian layman, who over many years as a newspaperman has come into numerous contacts with the schools and who has become disturbed by the influence of the philosophy of Dewey, Kilpatrick, Counts, Brameld, Givens, and of the writers of N.E.A. pronouncements on the social aspects of education. In his opinion, the earlier thinking which was based on the natural law and on essentially Christian principles has been abandoned. This change in thinking is responsible for much of the failure of the schools to teach morals, correct economics, and other aspects of our American way.

Are We Really Teaching Religion?

By F. J. Sheed. Paper, 35 pp., 75 cents. Sheed & Ward, New York 3, N. Y.

In his typical friendly, informal style the author argues that religion must be taught (1) so that the Catholic man and woman can answer intelligent questions concerning the principal doctrines of faith; (2) so that he really wants to live so that he will enter heaven; (3) so that he has a live interest in hearing and reading about faith; (4) so that he is genuinely concerned because his non-Catholic neighbor lacks the grace of faith and for that reason he really appreciates the Sacraments.

Developmental Reading Series

By Bond, Alder, Cuddy, and Wise. Lyons and Carnahan, 2500 S. Prairie Ave., Chicago 16, Ill.

This series of readers carries out a plan to have all the children of a class read the same material, but there are two editions for grades three to six inclusive. There are the regular edition and the "classmate edition." The latter has material identical to that of the regular edition but "stepped down" or simplified.

The publishers have assembled one unit from the third and fourth grade readers into the two editions for trial use. A teacher's edition is included in the package. Teachers who wish to try the method may obtain the trial package free.

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Unless you were directly associated with the transportation industry you'd hardly be expected to know much about *Air Brakes*. But since yours is the vital responsibility of providing school children with safe school bus transportation, we think you should know more—and here's why.

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The reason is obvious—commercial bus operators can't afford to take chances on passenger safety.

We don't think you can either. That's why you should make certain your school children receive all the extra protection of the world's most powerful braking system by *insisting* that all bids submitted to your board on new school buses include *Air Brakes*.

The choice is yours—make it the safest one!



Bendix-Westinghouse has an informative booklet designed specifically to give school executives the complete story of how much Air Brakes contribute to safe school bus transportation. For your free copy, write to Bendix-Westinghouse Automotive Air Brake Co., Elyria, Ohio.

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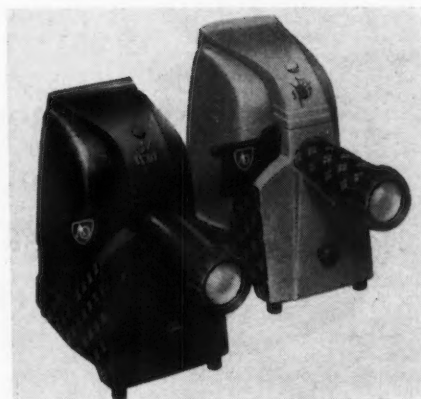
NEW SUPPLIES AND EQUIPMENT

AO Announces Skot Colorful Projector

An entirely new 2 by 2-inch slide projector, as attractive as it is efficient, is being introduced by American Optical Company, Chelsea, Mass. Called the Skot, it is offered in deep Woodland green or a brighter Tartan green, both set off by a brilliant design of Scottish

plaid. The colors are permanent — baked on to the all-aluminum parts.

The Skot is a 300-watt projector with a five-inch lens that provides bright, even, color-perfect illumination from edge to edge. It is blower-cooled, with two-element condensing system and patented AO Heat Filter. Slides can be left in the projector indefinitely without fear of scorching, and the projector itself



Skot Projector

remains cool to the touch. Free replacement of any part of the optical system is guaranteed if there should be any heat damage. The efficiency of the cooling system allows use of a completely light-tight housing.

Simplicity of operation is assured by the exclusive built-in slide changer, and by the spring action that raises the projector to any desired height simply by loosening a knob.

The Skot comes in a Heather tan carrying case that is compact, scuff-proof, and water-repellent.

For further information write: *The American Optical Company, Section C.S.J., Southbridge, Mass.*

(For Convenience Circle Index Code 010)

Unusual Calendar in Liturgical Style

The American Crayon Company, Sandusky, Ohio, has published an unusual Holiday Calendar Card, based on a "Saints for Boys and Girls" theme. It is carried out in a Liturgical Art style, using a leporello-type format which makes it particularly arresting.

The carefully thought-out design is printed in four special colors which adds to its desirability for display purposes, as well as inspiration for creative classroom art and craft activities. The idea was developed by Frank J. Newman, Advertising and Promotional Manager of the company, after many requests for such a teaching aid from the religious field. The art work was executed by Mildred Tryba, recent graduate from Cardinal Stritch College, Milwaukee, Wis.

Copies are available while the supply lasts, to art teachers, educators, and others interested in good design. Write: *The American Crayon Company, Section C.S.J., Sandusky, Ohio.*

(For Convenience Circle Index Code 011)

Robes Available in New Wonderloom Fabric

The E. R. Moore Company, Chicago, makers of choir robes and gymnasium uniforms, announced their new fabric made from Chromspun yarn, called Wonderloom. The Company's line of choir robes will utilize this new fabric.

(Continued on page 49A)



Reduced towel costs \$300 per year ... yet improved quality of service

A Pennsylvania school system with an enrollment of 4,000 pupils switched to MOSINEE Turn-Towel service and showed a saving of \$300 in the cost of towel service in one year.

The drying capacity of Mosinee Turn-Towels improved the *quality* of service, and the "Controlled-Type" Turn-Towel dispenser provided the cut in towel consumption to produce these savings.

BAY WEST PAPER CO., GREEN BAY, WIS.
1108 West Mason Street

A Division of Mosinee Paper Mills Co.

Member of National School Service Institute

MOSINEE

Sulphate Towels

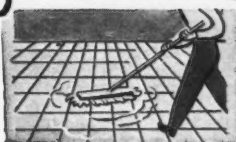
PREP-TOWLS • ZIP-TOWLS • TRIM-TOWLS • TURN-TOWLS • ROLTOWLS • BATH-TOWLS



Why make a Safe Floor Slippery?



Hours of labor time are spent in treating expensive floors for slip-resistant beauty.



When an oily floor dressing is chosen that softens the wax film or leaves an oily residue.



A slippery floor condition results that may cause costly accidents.



HIL-SWEEP KEEPS FLOORS SAFE



the new, safe way
to daily dust up!

**Leaves Floors
Cleanly Fresh
and Dust-Free**

**Will Not Soften Wax Film
Leaves No Oily Residue
Won't Decrease
Frictional Resistance**



Make a Date

**with the Hillyard Maintainer
to demonstrate HIL-SWEEP on your floors**

There's nothing on the market to compare with Hil-Sweep for daily maintenance. Clear, transparent, clean-smelling, Hil-Sweep picks up dust, leaves a lustre-new look with no harmful effect on your surface treatment. Surface treatment lasts longer. You save labor-time in sweeping and daily maintenance of your floors. Mail coupon below for a demonstration. Advice and help are free.

... on your staff

not your payroll

Branches in Principal Cities

Hillyard Chemical Co., St. Joseph, Mo.

.....Please give me full information on Hil-Sweep.

.....Please have the Hillyard Maintainer make a Hil-Sweep demonstration on my floors. No charge.

Name.....Title.....

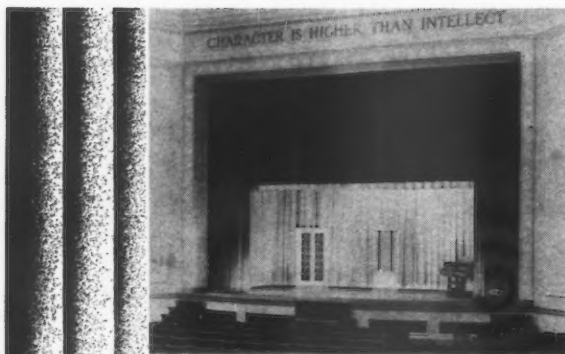
Institution.....

Address.....

City.....State.....

**And Here are Other Good Reasons
Why HIL-SWEEP is
"Sweeping" the Country**

- Hil-Sweep is non-injurious to asphalt tile... the result of years of research to develop a maintainer that would be safe for daily care of resilient and all other types of floors.
- Rags saturated with Hil-Sweep will not burn, eliminates fire hazard in use or spontaneous combustion of mops in storage. No flash point.
- Contains no emulsified oils, leaves no oily residue to darken, discolor, soften or bleed colors.
- Spray it or sprinkle it on brush, mop or dust cloth.
- Won't load mop. After using simply shake out and brush or cloth is ready to use again. Saves on laundry and dry cleaning bills.
- Imparts a pleasant aroma where used.



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VERSATILE, ECONOMICAL, DRAMATIC
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Our Curved Cyclorama Track converts your stage to any size area you need — or clears the stage for use as a gymnasium.

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**STEEL
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portable
sectional
permanent

Safe... All Snyder grandstands and bleachers, with the exception of seatboards and footboards, are built throughout of structural steel, making Snyder Steel Stands Safer.

Economical... Ease in installation, fabricated for long usage, and designed so that additional sections can be added, or moved about, makes Snyder Steel Stands Economical.

So for Safety and Economy, specify Snyder Steel Stands or Bleachers. Our engineers will gladly help in planning your next installation.

For further information write:

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*Snowwhite Apparel helps girls
grow into graceful ladies*



Their regulation Snowwhite attire gives many girls their first opportunity to dress on a new and delightful level with other girls. How they appreciate it — and how helpful it is to you in their development.

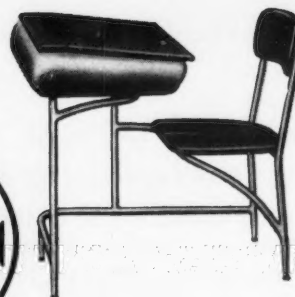
Parents are quick to appreciate the savings and other benefits gained when their daughters can dress so well and so economically.

JUMPERS
2-PIECE UNIFORMS
BLOUSES
GYM SUITS
SWEATERS

Write for the Snowwhite Style Portfolio — it's free to school authorities.

Snowwhite Garment Manufacturing Co.
224 W. Washington Street Milwaukee 4, Wis.
"SERVING THE PAROCHIAL EDUCATION FIELD SINCE 1924"

**Far-Sighted Choice for
Sound Planning**



TUBULAR STEEL SCHOOL FURNITURE

In Carefully Graded Sizes

Write today for illustrated catalogue:
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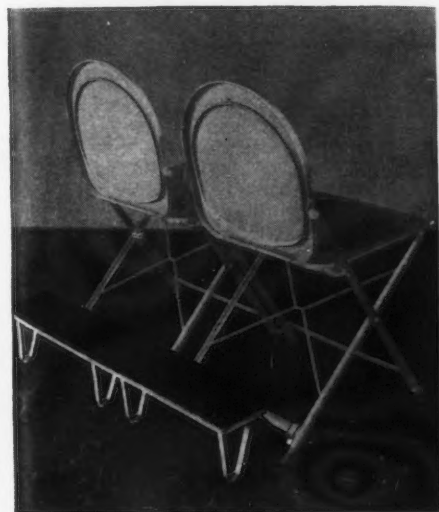
New Supplies

(Continued from page 46A)

One of the significant advantages of Moore Wonderloom is its enduring color. Color permanence has been achieved by adding dye while the cellulose acetate is still in the liquid stage—thereby, the color becomes "locked" while in solution, before it becomes yarn. This is a development of the Tennessee Eastman Division of Eastman-Kodak after 12 years of research.

As a result, fading from any cause is no longer a problem. Colors remain fast for fabric-life against sunlight, perspiration, dry cleaning, impurities in the air, and water spotting. Reportedly long-wearing, silklike, and lightweight, purchasers of choir robes will find Wonderloom the freshest fabric discovery of this age of chemical discovery.

A Wonderloom Fabric Selector with 14 different color swatches is available from the company. For the Selector or further information write: *The E. R. Moore Company, Section C.S.J., 932 W. Dakin St., Chicago 13, Ill.*
(For Convenience Circle Index Code 012)



Continuous Kneeler

Kneeler Attachment for BTC Hostess Chairs

A handsome, sturdy Continuous Kneeler Attachment for BTC Hostess Folding Chairs is now manufactured by the Brewer-Titchener Corporation, Cortland, N. Y.

Designed to provide seating and kneeling in one attractive, matching unit, BTC Kneelers increase the versatility of Hostess Folding Chairs for use in the Sanctuary and as pew extenders for emergency crowds. With Kneelers removed, chairs provide regular seating for dinners, lectures, and entertainment.

Made in lengths to fit 2, 3, and 4 single chairs, BTC Kneelers have the same rugged all-steel construction featured in Hostess Chairs. The unit is easily and quickly attached by a series of metal clamps sliding

over the bottom chair rung. No tools are necessary.

Kneelers are offered with two styles of kneeling surfaces—plastic covered sponge rubber for comfort or economical Tauplon finished plywood. Plastic upholstery and baked enamel frame finish are available in colors to match Hostess Folding Chairs.

For further information write: *Brewer-Titchener Corp., Section C.S.J., 118 Port Watson St., Cortland, N. Y.*

(For Convenience Circle Index Code 013)

RCA Announces New Portable Sound System

An easy-to-operate, portable public-address system, of superior tone quality designed for

audiences ranging from a few people to several thousand, was announced recently by the Sound Product Equipment Section, RCA Victor Division, Radio Corp. of America.

The system includes four newly designed components: a deluxe dual-speaker carrying case (Type MI-12762); either a 15-watt amplifier (RCA Type MI-13295-A) or a 30-watt amplifier (Type MI-13296-A); and a dynamic microphone (MI-12017) with stand (MI-13240).

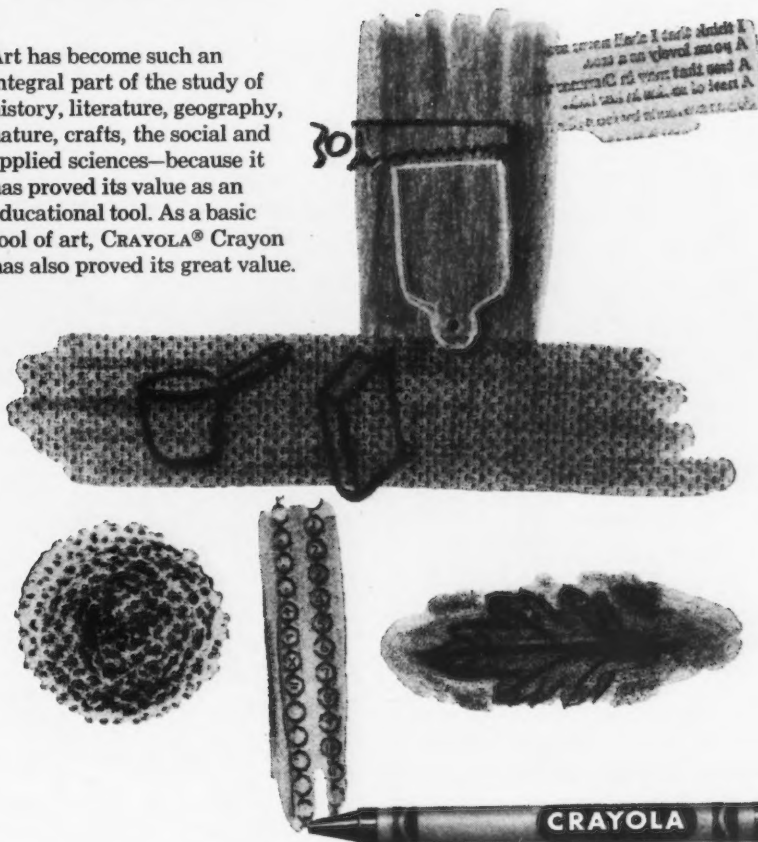
The durable carrying case, as easily handled as luggage, divides into two acoustically designed baffles, each housing a heavy-duty 12-inch loud-speaker, provided with 25 feet of cable and connectors. Both the 15-watt and 30-watt amplifiers reproduce sound from one

(Continued on page 50A)



the basic tool
for all grades, all studies

Art has become such an integral part of the study of history, literature, geography, nature, crafts, the social and applied sciences—because it has proved its value as an educational tool. As a basic tool of art, CRAYOLA® Crayon has also proved its great value.



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square dance instructional records with calls and music



One of the nation's outstanding square dance authorities, Ed Durlacher, presents his famous simplified method of teaching square dancing on these outstanding recordings. Students of all ages learn quickly by walking through the steps before dancing. The wonderfully clear instructions are presented in easy, progressive stages. Many thousands of teachers have had amazing success with these HONOR YOUR PARTNER albums — and the children love them!

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THE U.S.!**

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"Teachers are most impressed with the simplicity and clarity of instruction, precise timing, steady rhythmic music, durability of material and Ed Durlacher's friendliness in teaching."

— C. G. Franklin, Assistant Professor
Chairman, Department of Physical
Education for Men
Southern Illinois University

*All records are pressed on
pure vinylite and are
guaranteed against breakage.*

**Square Dance Associates
Dept. CSJ-4, Freeport, N. Y.**

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Name _____

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City _____

State _____

Canadian Distributors: Thomas Allen, Ltd.
266 King Street West, Toronto 28, Ontario

New Supplies

(Continued from page 49A)

or two high impedance microphones and one record player, and have frequency response of 30 to 12,000 cycles. Separate noiseless mixing input channels have been incorporated in the design. Effective tone control is provided by a variable high-frequency attenuating type regulator. Both amplifiers are a.c. operated from a 117-volt 50-60 cycle power source.

The nondirectional type microphone has excellent response for closeup talking. It is also ideal for remote pickup and mobile use since it may be used outdoors and will withstand normal exposure to moisture or rain. It is relatively insensitive to mechanical shock and wind disturbances. The microphone is of the pressure operated moving coil type with Alnico V magnet. A small 13-ounce microphone desk stand finished in dark umber gray, with polished chrome trim, can be carried with the other units in the carrying case.

For further information write: *Sound Products, Section C.S.J., RCA Victor Div., Radio Corp. of America, Camden, N. J.*

(For Convenience Circle Index Code 014)

Aids in Appreciation of Literature

"Adventuring in Literature with Children," a new portfolio of twelve leaflets, has been published by the Association for Childhood Education International, and is being sent as a first membership bulletin to members. This practical and helpful set of leaflets, designed for use of parents and teachers, covers many different aspects of the literature program.

Leland B. Jacobs, associate professor of education, Teachers College, Columbia University, New York City, acted as adviser on this bulletin and also prepared two of the leaflets.

The emphasis in each leaflet is on "what" and "how" literature can be used to enrich the lives of children. A number of practical suggestions are made to help the adult use the wealth of material in the field of children's literature.

The twelve leaflets are sold as a unit in a handy portfolio package at 75 cents. Individual leaflets may be purchased at 10 cents each. Order from: *Association for Childhood Education International, Section C.S.J., 1200 15th St., N.W., Washington 5, D. C.*

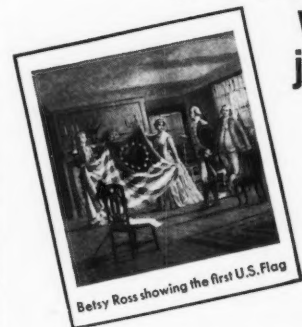
(For Convenience Circle Index Code 015)

"The Story of Farm Chemicals"

The story of how modern technology — science and the farmer teamed together — has accomplished an American agricultural miracle during the past 20 years is told in a fascinating, picture-filled booklet, "The Story of Farm Chemicals," which is being distributed by the Du Pont Company, as the latest in the *This is Du Pont* series.

(Continued on page 52A)

WITHOUT CHARGE!
... a class project
your pupils
will
join
!



Betsy Ross showing the first U.S. Flag

Series of 48 Joseph Boggs Beale Historical Prints

Here's one class project for which you needn't send home notes or raise money. Just get the class members to collect OUTER WRAPPERS of Fleer Dubble Bubble Gum. Without charge, you can obtain:

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Braces

Ionian "SAFE-TEE" FOLDING CHAIRS

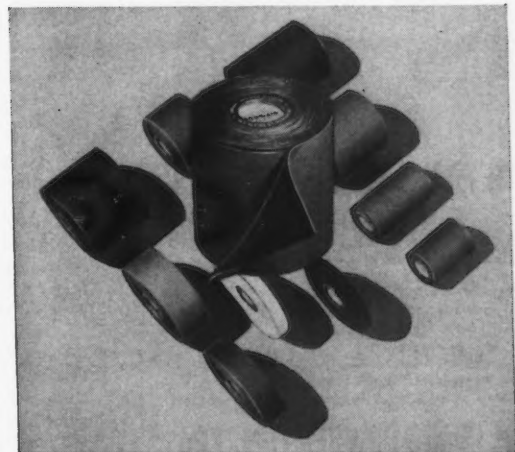
This Ionian Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

Again Available!

Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.

Choice of colors. Write today for folder and prices.

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When you dip your brush into Prang you're sure to come up with something refreshingly original and attractive.

Prang Tempera Colors are brilliant, smooth and perfectly opaque. Ideal for pictorial and poster art. Works easily, dries quickly, will not chip or crack!

32 velvety hues to choose from including five glowing Day-Glo Prang Fluorescent Colors.

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EASY TO STORE AND USE!

Write for colorful circular on these popular Prang Products. It's Free!

Dept. CJ-62



THE AMERICAN CRAYON COMPANY
SANDUSKY OHIO NEW YORK

New Supplies

(Continued from page 50A)

While every American has the output of 7.4 acres of land each year to fill his food requirements, a Japanese, for instance, has the fruits of less than a quarter-acre, the book points out. Still more important, a veritable revolution in farming methods stemming from new farm machines, modern organic chemicals which lay low the farmer's traditional enemies in nature, and improved varieties of plants and breeds of livestock, has made those American acres pay off in a steady, dependable stream. "The massive thrust of technology, not social protest," it is shown, "has brought to the American farm its vast productivity and fruitfulness."

For a copy write: *Public Relations Dept., Section C.S.J., E. I. Du Pont de Nemours & Co., Inc., Wilmington 98, Del.*

(For Convenience Circle Index Code 016)

Catalogs and Booklets

★ "Architecturally Speaking It's Grade-Aid . . ." is the title of a folder explaining the revolutionary new combination sink, work counter, and storage area units for primary and grammar schools, manufactured by Colonial Engineering Company, Somerville, Mass. Specifications, various units, and fine qualities are amply described. Copies obtainable from: *Colonial Engineering Company, Section C.S.J., 48 Grove St., Somerville 44, Mass.*

(For Convenience Circle Index Code 017)

★ New literature describing the RCA 16mm. "Porto-Arc" Projector—designed to meet the demand for powerful, portable 16mm. arc equipment of truly professional quality—is now available on request of booklet 2R8783 from: *Engineering Products Department, Section C.S.J., RCA Victor Div., Camden 2, N. J.*

(For Convenience Circle Index Code 018)

★ Classroom heating conditions that cause pupil discomfort are described, and corrections are suggested, in a new handbook for school maintenance personnel published recently by the Minneapolis-Honeywell Regulator Co., Minneapolis. The booklet, "General Maintenance of Pneumatic Control Systems," is designed to provide a quick source of reference material when trouble develops; it covers the servicing of all types of Honeywell school heating controls and unit ventilating systems, and has a special "trouble shooting guide" for individual classroom complaints, the possible causes and corrective steps. For a copy write: *Minneapolis-Honeywell Regulator Co., Section C.S.J., Minneapolis 8, Minn.*

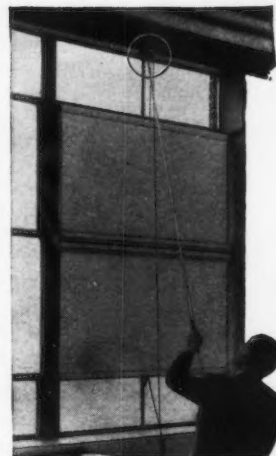
(For Convenience Circle Index Code 019)

Manufacturers' News

★ Mayline Company, Inc., is now the official name of the former Engineering Manufacturing Company of Sheboygan, Wis. Change in the corporate name has been approved by the state of Wisconsin. The high quality drafting and art furniture and equipment produced

(Continued on page 54A)

DOUBLE Your SUNLIGHT CONTROL!



DRAPER V-DOUBLE Roller Shades

give you one shade to pull up and another to pull down, as needed. The rigid V-shield excludes all light between the shades. Your choice of demountable or permanent installation for metal or wood sash. Made in tan, white or black Dratex—the vat dyed, washable fabric. Write today for complete information!

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It's the gentle squeeze not the hard press which captures the true nectar of fruits for every can of Sexton juices. Truly ambrosial in piquancy and flavor. And they're full of natural health-giving vitamins.



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WITH THE FINEST
TUBULAR CHAIR EVER!



More durable — and more comfortable than many folding chairs costing twice as much, Krueger tubular steel chairs boast: —

- Seamless tube frames
- Electrically welded and riveted construction
- Die-formed leg stretchers
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- Silent folding operation
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FEATURES THAT MEAN MORE!



No. 62, with curved hardwood veneer seat for indoors and No. 61, with perforated, curved steel seat for outdoor use, provide you with super quality seating that is sturdily built to last for years. Light in weight, quick and quiet folding, easy to carry and store.

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... Describing the complete Krueger line of steel tubular and channel frame folding chairs.

KRUEGER

METAL PRODUCTS • GREEN BAY • WISCONSIN

Vertical steel bracing bars within tubular legs provide extra strength, rigidity to rivets, hinges, mechanism. Steel dome feet for smooth gliding can also be covered with mar-proof white rubber feet.

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This is the success story of a centuries-old aviation idea that only recently came into its own. Film from private collections and historic footage trace its development from the visionary drawings of da Vinci and show the unique uses of rotary-wing aircraft today.

The 16mm sound film runs 25 minutes and is available

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Shell Oil Company
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New York 20, N. Y.
or
100 Bush Street
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New Supplies

(Continued from page 52A)
by the company has been identified for the past three years with the trade name "Mayline."

Catholic Children's Book Club 147 E. Fifth St., St. Paul 1, Minn.

SELECTIONS FOR JANUARY, 1954 Picture Book Group — P

Boxes, by Jean Merrill and Ronni Solbert, Coward-McCann, \$2.50.

Intermediate Group — A

The First Catholics, by Marigold Hunt, Sheed & Ward, \$2.75.

Older Boys — B

Bring on the Band, by Lloyd and Juanita Jones, Westminster Press, \$2.50.

Older Girls — C

Golden Conquest, by Helen Lobdell, Houghton Mifflin Co., \$2.75.

Knowledge Builders — D

Our Country, America, by Christie McFall, Macmillan Co., \$2.75.

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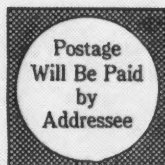
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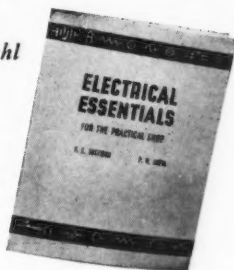
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